

Combined
67th, 68th and 69th Report
of the
Board of Education
City of Newark, N. J.

1922-1923

1923-1924

1924-1925

Secretary's Clerk

Herrmann

COMBINED
SIXTY-SEVENTH, SIXTY-EIGHTH
AND SIXTY-NINTH
ANNUAL REPORT
OF THE
BOARD OF EDUCATION
OF NEWARK, N. J.



FOR THE
SCHOOL YEARS
1922-1923, 1923-1924 AND 1924-1925

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BOARD OF EDUCATION

January 1 to June 30, 1923

OFFICERS

*J. H. BACHELLER, *President*

†FREDERICK W. BALL, *President*

FREDERICK W. BALL, *Vice-President*

‡T. L. R. CROOKS, *Vice-President*

R. D. ARGUE, *Secretary*
322 Summer Avenue

ALFRED H. KRICK, *Ass't Secretary*
203 Smith Street

CEPHAS I. SHIRLEY, *Business Manager*
922 Bloomfield Avenue, Glen Ridge, N. J.

SAMUEL GAISER, *Supt. of Supplies*, 117 Mapes Avenue

DAVID B. CORSON, *Superintendent of Schools*, 51 Berkeley Avenue

J. WILMER KENNEDY, *Ass't Superintendent*, 370 Clinton Avenue

ELMER K. SEXTON, *Ass't Superintendent*, 103 South Eleventh Street

A. G. BALCOM, *Ass't Superintendent*, New Providence, N. J.

CHARLES H. GLEASON, JR., *Ass't Superintendent*
199 Garfield Place, South Orange, N. J.

JAMES E. DOUGAN, *Ass't Superintendent*, 270 Highland Avenue

CHARLES A. MACCALL, *Supervisor of Attendance*
59 Washington Avenue

DR. GEORGE J. HOLMES, *Supervisor of Medical Inspection*
437 Parker Street

CHARLES M. MYERS, *Counsel*
62 Nelson Place

BOARD OF EXAMINERS

DAVID B. CORSON, *Chairman*

J. WILMER KENNEDY

WAYLAND E. STEARNS

ELMER K. SEXTON

CHARLES G. SHAFFER

JAMES E. DOUGAN

S. LOUISE CLARK

* Resigned April 16, 1923.

† Elected President April 16, 1923.

‡ Elected Vice-President April 16, 1923.

BOARD OF EDUCATION

MEMBERS

January 1 to June 30, 1923

<i>Name</i>	<i>Place of Business</i>	<i>Place of Residence</i>
-------------	--------------------------	---------------------------

Term Expires July 1, 1923

*J. H. Bacheller	Ironbound Trust Co.	97 Johnson Avenue
†Dudley Farrand	80 Park Place	49 Lincoln Park
Peter A. Cavicchia	31 Clinton Street	108 Jefferson Street
T. L. R. Crooks	Washington Trust Co.	173 Elwood Avenue

Term Expires July 1, 1924

Joseph M. Byrne	41 Franklin Street	360 Bank Street
Harold S. Rothschild	133 Kossuth Street	1001 Broad Street
Miss J. Isabelle Sims	42 Spruce Street	42 Spruce Street

Term Expires July 1, 1925

George A. Allsopp	26 Camp Street	78 Johnson Avenue
Frederick W. Ball	107 Halsey Street	65 Lincoln Park
Thomas J. D. Smith	65 Chambers Street	60 Van Ness Place

STANDING COMMITTEES

1923

Committee on Finance and Legislation

Ball, Crooks, Rothschild, Smith and Cavicchia.

Committee on Buildings, Grounds and Supplies

Allsopp, Ball, Byrne, Rothschild and Miss Sims.

Committee on Instruction

Cavicchia, Miss Sims, Crooks, Byrne and Allsopp.

On resignation of J. H. Bacheller, April 16, 1923, Frederick W. Ball was elected President and T. L. R. Crooks, Vice-President and Chairman of the Committee on Finance and Legislation.

Dudley Farrand was appointed a member by the Mayor on April 23, 1923, to fill the unexpired term of J. H. Bacheller, resigned, and appointed to take his place on the Committees.

* Resigned April 16, 1923.

† Appointed by Mayor April 23, 1923, to fill unexpired term of J. H. Bacheller, resigned.

BOARD OF EDUCATION

1923-1924

OFFICERS

FREDERICK W. BALL, *President* T. L. R. CROOKS, *Vice-President*

R. D. ARGUE, *Secretary* ALFRED H. KRICK, *Ass't Secretary*
322 Summer Avenue 203 Smith Street

CEPHAS I. SHIRLEY, *Business Manager*
922 Bloomfield Avenue, Glen Ridge, N. J.

SAMUEL GAISER, *Supt. of Supplies*, 117 Mapes Avenue

DAVID B. CORSON, *Superintendent of Schools*, 51 Berkeley Avenue

J. WILMER KENNEDY, *Ass't Superintendent*, 370 Clinton Avenue

ELMER K. SEXTON, *Ass't Superintendent*, 103 South Eleventh Street

A. G. BALCOM, *Ass't Superintendent*, New Providence, N. J.

CHARLES H. GLEASON, JR., *Ass't Superintendent*
199 Garfield Place, South Orange, N. J.

JAMES E. DOUGAN, *Ass't Superintendent*, 270 Highland Avenue

CHARLES A. MACCALL, *Supervisor of Attendance*
59 Washington Avenue

DR. GEORGE J. HOLMES, *Supervisor of Medical Inspection*
437 Parker Street

CHARLES M. MYERS, *Counsel*
62 Nelson Place

BOARD OF EXAMINERS

DAVID B. CORSON, *Chairman*

J. WILMER KENNEDY

ELMER K. SEXTON

JAMES E. DOUGAN

WAYLAND E. STEARNS

CHARLES G. SHAFFER

S. LOUISE CLARK

MEMBERS

1923-1924

<i>Name</i>	<i>Place of Business</i>	<i>Place of Residence</i>
Term Expires July 1, 1924		
Joseph M. Byrne	41 Franklin Street	360 Bank Street
Harold S. Rothschild	133 Kossuth Street	1001 Broad Street
Miss J. Isabelle Sims	42 Spruce Street	42 Spruce Street

Term Expires July 1, 1925

George A. Allsopp	26 Camp Street	78 Johnson Avenue
Frederick W. Ball	107 Halsey Street	65 Lincoln Park
Thomas J. D. Smith	65 Chambers Street	60 Van Ness Place

Term Expires July 1, 1926

Peter A. Cavicchia	31 Clinton Street	108 Jefferson Street
Thomas L. R. Crooks	Washington Trust Co.	173 Elwood Avenue
Dudley Farrand	80 Park Place	49 Lincoln Park

STANDING COMMITTEES

1923-1924

Committee on Finance and Legislation

Crooks, Rothschild, Smith, Farrand and Cavicchia.

Committee on Buildings, Grounds and Supplies

Allsopp, Farrand, Byrne, Rothschild and Smith.

Committee on Instruction

Cavicchia, Miss Sims, Crooks, Byrne and Allsopp.

BOARD OF EDUCATION

1924-1925

OFFICERS

PETER A. CAVICCHIA, *President* T. L. R. CROOKS, *Vice-President*

R. D. ARGUE, *Secretary* ALFRED H. KRICK, *Ass't Secretary*
322 Summer Avenue 203 Smith Street

CEPHAS I. SHIRLEY, *Business Manager*
922 Bloomfield Avenue, Glen Ridge, N. J.

SAMUEL GAISER, *Supt. of Supplies*, 47 Chancellor Avenue

DAVID B. CORSON, *Superintendent of Schools*, 51 Berkeley Avenue

J. WILMER KENNEDY, *Ass't Superintendent*, 370 Clinton Avenue

ELMER K. SEXTON, *Ass't Superintendent*, 103 South Eleventh Street

A. G. BALCOM, *Ass't Superintendent*, New Providence, N. J.

CHARLES H. GLEASON, JR., *Ass't Superintendent*
199 Garfield Place, South Orange, N. J.

JAMES E. DOUGAN, *Ass't Superintendent*, 270 Highland Avenue

CHARLES A. MACCALL, *Supervisor of Attendance*
506 Clifton Avenue

DR. GEORGE J. HOLMES, *Supervisor of Medical Inspection*
437 Parker Street

CHARLES M. MYERS, *Counsel*
480 Ridge Street

BOARD OF EXAMINERS

DAVID B. CORSON, *Chairman*

J. WILMER KENNEDY

ELMER K. SEXTON

JAMES E. DOUGAN

WAYLAND E. STEARNS

CHARLES G. SHAFFER

S. LOUISE CLARK

BOARD OF EDUCATION

MEMBERS

1924-1925

<i>Name</i>	<i>Place of Business</i>	<i>Place of Residence</i>
-------------	--------------------------	---------------------------

Term Expires July 1, 1925

George A. Allsopp	26 Camp Street	78 Johnson Avenue
Frederick W. Ball	107 Halsey Street	548 Parker Street
Thomas J. D. Smith	65 Chambers Street	50 Van Ness Place

Term Expires July 1, 1926

Peter A. Cavicchia	31 Clinton Street	81 Longfellow Avenue
‡Thomas L. R. Crooks	Washington Trust Co.	173 Elwood Avenue
*Dudley Farrand	80 Park Place	49 Lincoln Park
†Dr. Edgar A. Ill	1002 Broad Street	365 Parker Street
§Henry Young	786 Broad Street	354 Mt. Prospect Ave.

Term Expires July 1, 1927

Miss J. Isabelle Sims	42 Spruce Street	42 Spruce Street
Louis C. Schwartz	143 East Kinney Street	299 Clinton Avenue
Joseph M. Byrne	41 Franklin Street	360 Bank Street

STANDING COMMITTEES

1924-1925

Committee on Finance and Legislation

Crooks, Ball, Allsopp, Byrne, Ill, Schwartz, Miss Sims, Smith and Cavicchia.

Committee on Buildings, Grounds and Supplies

Smith, Byrne, Allsopp, Ball, Crooks, Ill, Schwartz, Miss Sims and Cavicchia.

Committee on Instruction

Allsopp, Miss Sims, Ball, Byrne, Crooks, Ill, Schwartz, Smith and Cavicchia.

Committee on Playgrounds and Recreation

Miss Sims, Schwartz, Allsopp, Ball, Byrne, Crooks, Ill, Smith and Cavicchia.

* Resigned July 8, 1924.

† Appointed by Mayor for unexpired term of Dudley Farrand, resigned.

‡ Resigned June 11, 1925.

§ Appointed by Mayor to fill unexpired term of T. L. R. Crooks, resigned.

STATISTICAL RECORD OF THE BOARD OF EDUCATION

For the Years 1923, 1924 and 1925

NAMES OF MEMBERS WITH THE YEARS IN WHICH THEY HAVE SERVED, RESPECTIVELY.

George A. Allsopp.....	1922-3-4-5 (6 mos.)
Frederick W. Ball.....	1922-3-4-5
Thomas J. D. Smith.....	1913-14-15-16-1922-3-4-5
J. H. Bacheller.....	1922 (6 mos.)-3 (3 mos.)
Peter A. Cavicchia.....	1916 (2 mos.)-17-18-19-1922-3-4-5
T. L. R. Crooks.....	1922 (6 mos.)-3-4-5 (5 mos.)
Joseph M. Byrne.....	1922 (6 mos.)-3-4-5
Harold S. Rothschild.....	1922 (6 mos.)-3-4 (5 mos.)
Miss J. Isabelle Sims.....	1922 (6 mos.)-3-4-5
Dudley Farrand.....	1923 (8 mos.)-4 (6 mos.)
Dr. Edgar A. Ill.....	1924 (6 mos.)-5
Henry Young.....	1925 (7 mos.)
Mrs. Lydia S. Osborne.....	1925 (6 mos.)

PRESIDENTS OF THE BOARD.

*Stephen Congar.....	1851-2-3-4
*Samuel H. Pennington.....	1855-6-7-8-9-60-1-2
*Thomas W. Dawson.....	1863-4-5
William K. McDonald.....	1866
*Frederick W. Ricord.....	1867-8-9
Edwin H. Dawson.....	1870
*William A. Whitehead.....	1871
*L. Spencer Goble.....	1872-3
*Samuel A. Farrand.....	1874
*Abram C. Sayre.....	1875
*Edward L. Dobbins.....	1876-7-8-9-80 (9 mos.)
*George B. Swain.....	1880 (3 mos.)-1-2-3
*Edward Goeller.....	1884, 1889-90-1
*Edmund L. Joy.....	1885-6-7
*James L. Hays.....	1888-1892
*Henry C. Klemm.....	1893-4 (9 mos.)
John Van Doren, Jr.....	1894 (3 mos.)-1895 (4 mos.)
*Henry J. Anderson.....	1895 (8 mos.)
*William A. Gay.....	1896-7

* Deceased.

Miles F. Quinn.....	1898 (4 mos.)
*Charles E. Hill.....	1899 (8 mos.)-1900-1-2
*Charles W. Menk.....	1903-4
David A. McIntyre.....	1905-6-7
*Frederick F. Guild.....	1908-9-10-1
*James Taaffe.....	1912
Charles P. Taylor.....	1913-4
Frederic L. Johnson.....	1915
Edgar R. Brown.....	1916
Frank H. Sommer.....	1917-8-9-20 (10 mos.)
Edward M. Waldron.....	1920 (2 mos.)
Thomas A. Kenny.....	1921-22 (1 mo.)
Thomas J. D. Smith.....	1922 (5 mos.)
J. H. Bacheller.....	1922 (6 mos.)-23 (4 mos.)
Frederick W. Ball.....	1923 (8 mos.)-24 (6 mos.)
Peter A. Cavicchia.....	1924 (6 mos.)-25

SECRETARIES OF THE BOARD.

*John Whitehead.....	1851-2-3
*Frederick W. Ricord.....	1854-5-6-7-8-9-60
*George B. Sears.....	1860-1-2-3-4-5-6-7-8-9-70-1-2-3-4-5-6-7 (8 mos.)
C. Albert Stonelake.....	1877 (4 mos.)-8-9-80-1-2-3 (8 mos.)
*George W. Case.....	1883 (3½ mos.)-4-5-6-7-8-9
*P. Lyndon Bryce.....	1890-1-2-3-4
Robert D. Argue.....	1895-6-7-8-9-1900-1-2-3-4-5-6-7-8-9-10-1-2-3-4-5-6-7-8-9-20-1-2-3-4-5

SUPERINTENDENTS OF SCHOOLS.

*Stephen Congar.....	1853-4-5-6-7-8-9
*George B. Sears.....	1859-60-1-2-3-4-5-6-7-8-9-70-1-2-3-4-5-6-7 (8 mos.)
*W. N. Barringer.....	1877 (4 mos.)-8-9-80-1-2-3-4-5-6-7-8-9-90-1-2-3-4-5-6 (10 mos.)
*C. B. Gilbert.....	1896 (2 mos.)-7-8-9-1900-1 (1 mo.)
*A. B. Poland.....	1901 (10 mos.)-2-3-4-5-6-7-8-9-10-1-2-3-4-5-6-7 (6 mos.)
*A. B. Poland, City Supt. Emeritus.....	1917 (3½ mos.)
David B. Corson.....	1918 (6 mos.)-19-20-1-2-3-4-5

BUSINESS MANAGER.

Cephas I. Shirley.....	1919 (6 mos.)-20-1-2-3-4-5
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SUPERINTENDENT OF SUPPLIES.

Samuel Gaiser.....	1911-2-3-4-5-6-7-8-9-20-1-2-3-4-5
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* Deceased.

STATISTICAL RECORD

XIII

SUPERVISOR OF ATTENDANCE.

Charles A. MacCall.....1902-3-4-5-6-7-8-9-10-1-2-3-
4-5-6-7-8-9-20-1-2-3-4-5

SUPERVISOR OF MEDICAL INSPECTION.

George J. Holmes.....1909-10-1-2-3-4-5-6-7-8-9-20-1-2-3-4-5

COUNSEL.

Charles M. Myers.....1909-10-1-2-3-4-5-6-7-8-9-20-1-2-3-4-5

FINANCIAL REPORT
OF THE
BOARD OF EDUCATION

Newark, N. J., July 26, 1923.

The Secretary respectfully submits the following ANNUAL statement of the RECEIPTS and EXPENDITURES of the Board of Education for the year beginning July 1, 1922, and ending June 30, 1923:

RECEIPTS

STATE

Appropriations	\$1,430,098.92
Railroad Tax	503,536.19
Vocational	13,959.76
Manual Training	4,922.31
	<hr/>
	\$1,952,517.18

MUNICIPAL

Balance from June 30, 1922.....	\$ 256,070.02
Tax Ordinance	5,300,000.00
Sale of School Bonds.....	950,000.00
Cash deposited with Custodian.....	54,144.86
Interest	6,742.66
Interest on Bequest.....	240.00
Truancy Fines	327.00
	<hr/>
	\$6,567,524.54
	<hr/>
	\$8,520,041.72

BOARD OF EDUCATION

EXPENDITURES

	Appropriations	Expenditures	Balances
ADMINISTRATION			
Secy's Dept. and Board Offices.....	\$26,492.49	\$25,520.46	\$972.03
Legal Services.....	4,033.09	3,831.34	201.75
Business Manager's Dept.—			
Repair Division.....	33,999.27	33,615.49	383.78
Supply Division.....	50,845.00	50,448.22	396.78
Supt. of Schools' Dept.....	76,520.00	76,341.18	178.82
Attendance Dept.....	60,186.34	59,806.74	379.60
Other Expenses.....	14,230.00	13,836.77	393.23
Total.....	\$266,306.19	\$263,400.20	\$2,905.99
INSTRUCTION			
Teachers' Salaries.....	\$5,644,414.45	\$5,592,502.58	\$51,911.87
Text Books.....	58,989.94	58,989.94	—
Apparatus.....	22,613.83	14,154.47	8,459.36
Instruction Supplies.....	183,906.59	167,885.29	16,021.30
Other Expenses.....	57,408.84	42,197.90	15,210.94
Total.....	\$5,967,333.65	\$5,875,730.18	\$91,603.47
OPERATION			
Janitors' Salaries.....	\$338,502.68	\$322,917.50	\$15,585.18
Janitors' Supplies.....	12,372.17	11,479.24	892.93
Fuel.....	134,299.17	134,299.17	—
Water.....	11,744.00	9,996.07	1,747.93
Light and Power.....	39,878.26	39,878.26	—
Other Expenses.....	13,541.54	13,541.54	—
Total.....	\$550,337.82	\$532,111.78	\$18,226.04
MAINTENANCE			
Repairs to Buildings.....	\$195,775.27	\$140,725.44	\$55,049.83
Repairs and Replacements.....	23,842.57	20,380.88	3,461.69
Ordinary Supplies.....	13,816.09	12,112.15	1,703.94
Insurance.....	13,900.14	10,815.64	3,084.50
Other Expenses.....	1,826.26	1,188.83	637.43
Total.....	\$249,160.33	\$185,222.94	\$63,937.39
AUXILIARY AGENCIES			
Medical Inspection Dept.....	\$95,310.11	\$93,433.26	\$1,876.85
Libraries.....	26,394.95	12,136.62	14,258.33
Transportation of Pupils.....	16,142.82	16,142.82	—
Food for Special Schools.....	17,217.33	17,217.33	—
Total.....	\$155,065.21	\$138,930.03	\$16,135.18
MISCELLANEOUS			
Leasing of School Buildings.....	\$6,278.02	\$150.00	\$6,128.02
Other Expenses.....	1,205.23	558.37	646.86
Total.....	\$7,483.25	\$708.37	\$6,774.88
CAPITAL OUTLAY			
Alterations and Imps. to Bldgs.....	\$84,370.00	\$33,648.80	\$50,721.20
Equipment of New Buildings.....	58,000.00	20,635.71	37,364.29
Equipment of Old Buildings.....	23,539.47	13,863.51	9,675.96
Equipment of Departments.....	5,152.42	482.39	4,670.03
Land.....	64,648.23	8,362.07	56,286.16
New Buildings.....	1,088,645.15	1,045,328.28	43,316.87
Total.....	\$1,324,355.27	\$1,122,320.76	\$202,034.51

FINANCIAL REPORT

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SUMMARY

	Appropriations	Expenditures	Balances
Administration.....	\$266,306.19	\$263,400.20	\$2,905.99
Instruction.....	5,967,333.65	5,875,730.18	91,603.47
Operation.....	550,337.82	532,111.78	18,226.04
Maintenance.....	249,160.33	185,222.94	63,937.39
Auxiliary Agencies.....	155,065.21	138,930.03	16,135.18
Miscellaneous.....	7,483.25	708.37	6,774.88
Capital Outlay.....	1,324,355.27	1,122,320.76	202,034.51
Grand Total.....	\$8,520,041.72	\$8,118,424.26	\$401,617.46

RECAPITULATION

	Appropriations	Expenditures	Balances
Current Expenses.....	\$7,366,748.34	\$7,064,733.91	\$302,014.43
Construction Account.....	1,153,293.38	1,053,690.35	99,603.03
Total.....	\$8,520,041.72	\$8,118,424.26	\$401,617.46

BOARD OF EDUCATION

CONSTRUCTION ACCOUNT

RECEIPTS

Balance from June 30, 1922.....	\$ 196,948.61
Sale of School Bonds.....	950,000.00
Cash deposited with Custodian.....	4,333.98
Interest	2,010.79
	<u>\$1,153,293.38</u>

EXPENDITURES

LAND

	Appropriations	Expenditures	Balances
Norfolk St. Playground.....	\$8,362.07	\$8,362.07	-----
Carteret School (Oliver St.) (Addi- tional ground).....	3,000.00	-----	3,000.00
Unapportioned.....	53,036.16	-----	53,036.16
Total.....	<u>\$64,398.23</u>	<u>\$8,362.07</u>	<u>\$56,036.16</u>

BUILDINGS

	Appropriations	Expenditures	Balances
Seymour Vocational School.....	\$283,042.26	\$253,708.67	\$29,333.59
Carteret (Oliver St.) School House Addition.....	26,555.94	26,555.94	-----
Alexander Street School House Addition.....	7,193.69	7,193.69	-----
Eliot (Elliott St.) School House Addition.....	278,334.98	200,251.36	78,083.62
Abington Avenue School House Addition.....	269,470.08	183,560.98	85,009.10
Charlton Street School House Addi- tion.....	158,763.48	151,295.82	7,467.66
Milford (18th Ave.) School Altera- tions.....	14,181.15	14,181.15	-----
Webster Street School House Addi- tion.....	25,000.00	275.00	24,725.00
Hawkins Street School House Addi- tion.....	395,000.00	102,224.19	292,775.81
John Catlin (Ann St.) School House Addition.....	130,000.00	41,746.24	88,253.76
Elizabeth Avenue Open Air School Alterations.....	2,579.76	2,579.76	-----
Goodwin Avenue School House.....	115.00	115.00	-----
Milford (18th Ave.) School House Addition.....	285,158.09	60,616.13	224,541.96
Monteith (Wilson Ave.) School House Addition.....	195,000.00	-----	195,000.00
Bond Issue Expenses.....	1,024.35	1,024.35	-----
Unapportioned.....	17,476.37	-----	17,476.37
Total.....	<u>\$2,088,895.15</u>	<u>\$1,045,328.28</u>	<u>\$1,043,566.87</u>

SUMMARY

	Appropriations	Expenditures	Balances
Land.....	\$64,398.23	\$8,362.07	\$56,036.16
Buildings.....	2,088,895.15	1,045,328.28	1,043,566.87
Due on Bond Issue.....	\$2,153,293.38	\$1,053,690.35	\$1,099,603.03
	1,000,000.00	-----	1,000,000.00
Actual.....	<u>\$1,153,293.38</u>	<u>\$1,053,690.35</u>	<u>\$99,603.03</u>

R. D. ARGUE, *Secretary.*

FINANCIAL REPORT

5

ESTIMATED VALUE OF SCHOOL HOUSES, SITES AND SCHOOL FURNITURE

JUNE 30, 1923

Name of School House	Sites	Buildings	Furniture and Equipment	Total
Barringer High.....	\$82,000	\$285,000	\$33,300	\$400,300
Central C. & M. T. High.....	66,600	639,600	74,000	780,200
East Side C. & M. T. High.....	43,000	393,000	56,200	492,200
South Side High.....	52,000	365,000	45,000	462,000
West Side High.....	50,000			50,000
Abington Avenue.....	47,800	160,000	11,000	218,800
Alexander Street.....	10,200	451,000	14,100	475,300
Ann Street.....	20,100	205,000	11,000	236,100
Avon Avenue.....	20,000	191,000	7,500	218,500
Belmont Avenue.....	48,000	250,000	9,000	307,000
Bergen Street.....	35,000	164,000	7,500	206,500
Bruce Street.....	21,000	50,000	3,500	74,500
Burnet Street.....	25,000	275,000	12,000	312,000
Camden Street.....	20,000	66,000	3,400	89,400
Central Avenue.....	31,200	154,000	9,100	194,300
Charlton Street.....	32,000	100,000	5,000	137,000
Chestnut Street.....	22,000	79,500	3,600	305,100
Cleveland.....	22,000	255,000	15,000	292,000
Dayton Street.....	3,000	12,500	300	15,800
Eighteenth Avenue.....	26,000	200,000	6,300	232,300
Elizabeth Avenue.....	23,000	12,800	1,000	36,800
Elliott Street.....	22,900	137,000	4,000	163,900
Fifteenth Avenue.....	40,550	254,000	15,000	309,550
Fourteenth Avenue.....	30,000	118,000	4,000	152,000
Franklin.....	35,000	523,500	27,000	585,500
Garfield.....	16,500	155,000	9,500	181,000
Hawkins Street.....	20,800	53,000	2,800	76,600
Hawthorne Avenue.....	22,000	199,000	9,500	230,500
Hawthorne Ave. District.....	11,275			11,275
Lafayette Street.....	25,000	265,000	15,500	305,500
Lawrence Street.....	30,000	52,000	1,800	83,800
Lincoln.....	10,800	75,000	3,000	88,800
Madison.....	18,000	245,000	11,100	274,100
McKinley (Old) (7th Ave.).....	19,300	105,500	5,500	130,300
McKinley (New) (8th Ave.).....	35,000	123,500	6,200	164,700
Miller Street.....	27,400	205,000	10,500	242,900
Monmouth Street.....	10,000	60,000	4,000	74,000
Montgomery Street.....	27,000	145,000	7,000	179,000
Morton Street.....	50,000	300,000	9,000	359,000
Newton Street.....	40,300	295,000	18,500	353,800
Oliver Street.....	12,000	328,000	12,000	352,000
Parker Street.....	24,000			24,000
Peshine Avenue.....	12,800	365,000	6,000	383,800
Ridge Street.....	15,000	115,500	5,000	135,500
Robert Treat.....	48,500	276,000	12,700	337,200
Roseville Avenue.....	13,200	30,500	1,600	45,300
South Street.....	12,000	51,000	3,000	66,000
South Eighth Street.....	24,000	144,000	5,000	173,000
South Market Street.....	20,000	58,000	3,000	81,000
South Tenth Street.....	34,750	45,000	3,600	83,350
Southern Section (Maple Ave.).....	14,500			14,500
South Seventeenth Street.....	23,200	195,000	11,000	229,200
Speedway Avenue.....	19,800	77,000	3,400	100,200
Summer Avenue.....	10,000	99,500	2,900	112,400
Summer Place.....	7,000	31,500	1,200	39,700
Sussex Avenue.....	24,000	53,000	3,000	80,000
Walnut Street.....	7,500	7,000	1,200	15,700
Warren Street.....	14,000	137,000	5,500	156,500
Washington Street.....	57,000	76,000	4,800	137,800
Waverly Avenue.....	13,500	50,000	2,800	66,300
Webster Street.....	17,000	148,000	5,500	170,500
Wilson Avenue.....	24,000	170,000	7,500	201,500
Chestnut St. Ungraded.....	4,000	17,100	1,000	22,100
South 10th St. Ungraded.....	10,000	16,300	1,000	27,300
Alyea Street Binet.....	7,000	10,000	1,000	18,000
Coe's Place Binet.....	5,000	20,000	2,000	27,000
State Street Binet.....	15,000	19,000	1,500	35,500

ESTIMATED VALUE OF SCHOOL HOUSES, SITES AND SCHOOL FURNITURE—Continued

Name of School House	Sites	Buildings	Furniture and Equipment	Total
Elizabeth Ave. Open Air.....	\$1,000	\$3,300	\$600	\$4,900
Fawcett School of Industrial Arts.....	36,000	19,000	1,000	56,000
Boys' Continuation.....	2,000	10,000	7,000	19,000
Boys' Vocational.....	32,800	1,078,000	96,200	1,207,000
Girls' Vocational.....	40,000	48,000	7,300	95,300
Building Trades.....	15,000	32,500	5,000	52,500
Norfolk St. Playground.....	30,000	-----	-----	30,000
Market St. (Medical Inspection Dept. and Clinic).....	80,000	18,000	2,000	100,000
Physical Training Field.....	55,000	5,000	5,000	65,000
Prince St. Playground.....	12,500	-----	-----	12,500
Vailsburg Playground.....	14,750	-----	-----	14,750
Morton St. Playground.....	13,000	-----	-----	13,000
Marshall Street (Shop).....	9,000	5,000	1,500	15,500
Total.....	\$2,021,525	\$11,377,100	\$724,500	\$14,123,125

SUMMARY

Name of School House	Sites	Buildings	Furniture and Equipment	Total
High Schools.....	\$293,600	\$1,682,600	\$208,500	\$2,184,700
Elementary Schools.....	1,345,875	8,393,300	383,900	10,123,075
Schools of Industries.....	125,800	1,187,500	116,500	1,429,800
Special Schools.....	42,000	85,700	7,100	134,800
Medical Inspection Dept. and Clinic.....	80,000	18,000	2,000	100,000
Physical Training Field.....	55,000	5,000	5,000	65,000
All Year Playground.....	70,250	-----	-----	70,250
Shop.....	9,000	5,000	1,500	15,500
Total.....	\$2,021,525	\$11,377,100	\$724,500	\$14,123,125

Special Schools.....	(Chestnut St. Ungraded South 10th St. Ungraded Elizabeth Ave. Open Air Alyea St. Binet Coe's Place Binet State St. Binet)
Schools for Industries.....	(Fawcett School of Industrial Arts Boys' Continuation Boys' Vocational Girls' Vocational Building Trades)
General Control.....	(Market St. (Med. Insp. Dept. & Clinic) Physical Training Field All Year Playgrounds Norfolk St. Playground Shop)

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SHOWING ANNUAL COST PER PUPIL FOR SALARIES, SUPPLIES, REPAIRS, ETC., BASED ON AVERAGE ENROLLMENT AND ORDINARY EXPENSES AS SHOWN IN TABLE OF EXPENSES 1922-1923

SCHOOLS	Average Enrollment	Teachers' Salaries	Janitors' Salaries	Printing	Text Books and Educational Supplies	Furniture and General Supplies	Fuel	Light and Power	Water	Repairs to Buildings	Rents and Insurance	Repairs and Replacements	Food	Transportation	Libraries	Medical Supplies	Operation—Other Expenses	Maintenance—Other Expenses	Total
DAY																			
<i>Senior High—Standard</i>																			
Barringer.....	1,749	\$130.12	\$6.03	\$4.47	\$4.61	\$3.41	\$1.72	\$1.17	\$1.17	\$1.62	\$.03	\$.13			\$1.52	\$.02	\$.09	\$.01	\$148.02
East Side C. & M. T.....	1,245	168.86	11.86	.82	7.95	.63	3.15	.12	.20	1.32	.87	.38			2.12	.02	.55	.02	198.52
South Side.....	1,540	140.30	9.51	.64	4.75	.47	3.25	.10	.08	1.87	.75				1.78	.02	.21	.02	164.13
<i>Senior High—All Year</i>																			
Central C. & M. T.....	2,229	161.45	9.06	.54	8.20	.49	2.89	.19	.20	2.08	.02	.35			1.17	.02	.14	.02	186.82
<i>Junior High—Standard</i>																			
Madison.....	649	82.39	2.46	.10	2.41	.03	1.67	.43	.07	.04								.01	89.61
Robert Treat.....	808	67.07	1.73	.07	2.93	.05	.60	.48	.04										72.97
<i>Junior High—All Year</i>																			
Cleveland.....	974	73.37	1.64	.16	2.03	.03	.97	.56	.12	.06		.07		.02		.03			79.06
<i>Elementary—Standard</i>																			
Alexander Street.....	989	58.19	4.15	.10	1.65	.25	2.15	.58	.06	1.58		.22				.04	.20		69.17
Avon Avenue.....	1,562	54.46	3.24	.05	1.77	.15	1.47	.27	.07	.93		.15				.03	.09		62.68
Bergen Street.....	1,629	55.09	3.81	.06	1.85	.22	.93	.41	.13	.75		.07				.04	.10		63.46
Bruce Street.....	1,375	55.43	2.28	.05	1.52	.31	1.73	.90	.05	5.45						.06	.35		68.13
Burnet Street.....	1,371	55.93	3.10	.06	2.02	.22	1.88	.58	.14	1.08	.11	.04				.05	.12		65.36
Camden Street.....	1,182	59.93	2.54	.04	1.82	.26	1.19	.16	.07	1.77		.11				.12	.01		58.06
Charlton Street.....	1,424	59.07	3.45	.08	1.59	.38	1.81	.14	.03	1.02	.59	.18				.06	.16		63.59
Chestnut Street.....	688	60.59	4.46	.07	1.62	.26	1.55	.25	.13	.80		.60				.04	.32	.02	70.71
Dayton Street.....	65	57.61	11.54	.10	2.49	.18	3.57	.57	.11	7.51		.02				.19	.58		82.47
Eighteenth Avenue.....	1,325	53.85	3.57	.07	1.52	.26	1.33	.45	.14	1.06	.40	.13				.05	.14		67.97
Elizabeth Avenue.....	264	52.45	5.50	.06	.89	.25	1.55	.27	.25	3.72		.12				.09	.50	.09	65.62
Elliot Street.....	1,020	59.65	3.34	.08	1.89	.39	2.00	.39	.04	.50		.04				.02	.22	.01	68.65
Fifteenth Avenue.....	1,736	53.43	3.29	.06	1.46	.09	1.74	.35	.03	1.22		.12				.04	.09		61.84
Fourteenth Avenue.....	1,247	52.63	2.77	.05	1.37	.25	1.25	.19	.05	.99		.01				.03	.13		59.72
Garfield.....	1,289	58.35	3.16	.06	2.01	.38	1.86	.61	.12	2.33		.09				.04	.15		69.16
Hawkins Street.....	775	47.84	3.32	.07	1.26	.24	.92	.08	.08	.55		.02				.06	.17		54.60
Hawthorne Avenue.....	1,403	53.17	3.48	.07	1.89	.20	2.64	.29	.19	2.13		.56				.03	.11		64.76

SCHOOLS	Average Enrollment	Teachers' Salaries	Janitors' Salaries	Printing	Text Books and Educational Supplies	Furniture and General Supplies	Fuel	Light and Power	Water	Repairs to Buildings	Rents and Insurance	Replacements and	Food	Transportation	Libraries	Medical Supplies	Operation—Other Expenses	Maintenance—Other Expenses	Total
Lawrence Street	116	86.41	21.94	.12	.58	1.41	8.92	3.62	.77	7.16		1.86	.64			.04	1.17		134.60
Lincoln	458	66.20	5.75	.09	1.50	.18	1.99	.47	.15	1.21		.56				.04	.29		78.03
Monmouth Street	958	56.49	3.34	.09	1.92	.31	1.21	.47	.12	1.01		.39				.05	.23	.05	65.68
Montgomery Street	902	59.23	3.47	.05	1.94	.22	1.55	.69	.16	1.21		.09				.03	.15		68.79
Morton Street	1,641	56.92	6.10	.06	1.87	.16	1.84		.21	1.29		.11				.08	.14		68.78
Oliver Street	1,782	49.77	2.74	.08	1.74	.24	1.35	.48	.11	2.63	.46	.32				.06	.08	.02	60.08
Peshine Avenue	1,345	49.50	3.35	.07	1.80	.18	1.01	.43	.06	1.44		.06				.04	.08		58.02
Ridge Street	683	61.65	4.31	.09	2.11	.08	1.75	.82	.25	1.29		.03				.02	.19	.01	72.60
Roseville Avenue	382	60.92	3.99	.08	1.29	.18	2.33	.07	.10	2.12						.03	.34		71.45
South Street	954	47.90	2.76	.06	1.82	.12	.97	.19	.08	.62		.17				.04	.15	.05	54.93
South Eighth Street	1,257	61.38	3.67	.05	1.62	.22	2.52	.26	.13	2.34		.23				.06	.17	.01	72.66
South Market Street	647	55.91	5.43	.09	2.40	.37	2.53		.14	1.34		.19				.06	.21	.04	70.01
South Tenth Street	929	54.65	3.21	.06	1.68	.13	.79	.29	.11	.82		.11				.02	.23	.05	62.15
Speedway Avenue	360	57.95	4.03	.04	1.00	.27	1.88	.32	.12	.94		.66				.11	.40	.04	67.76
Summer Avenue	880	55.28	3.15	.07	1.73	.22	1.26	.38	.19	.80		.52				.08	.25	.01	63.94
Summer Place	351	57.95	4.19	.04	1.11	.35	2.68	.22	.13	3.51						.02	.35	.04	70.59
Sussex Avenue	937	52.89	2.76	.07	2.05	.38	1.08	.73	.07	1.99		.12				.05	.15	.04	62.38
Walnut Street	297	57.39	4.85	.02	1.38	.35	1.05	.20	.21	2.74	.06	.16				.12	.44	.18	69.15
Warren Street	903	51.87	3.83	.09	1.22	.37	1.34	1.01	.06	2.36		.91				.05	.15	.02	63.28
Washington Street	676	57.70	4.04	.10	1.75	.24	1.74	.33	.08	3.72		.34				.06	.21	.01	70.32
Waverly Avenue	761	50.94	3.18	.06	2.03	.32	1.29	.35	.14	2.51		.02				.03	.18	.03	61.08
<i>Elementary—Alternating</i>																			
Ann Street	2,018	60.72	2.77	.07	2.49	.25	1.70	.52	.13	1.57	.30	.25				.06	.12		70.95
Central Avenue	1,597	60.39	3.32	.07	2.30	.30	1.36	.80	.12	2.02	.20	.28				.12	.28		71.35
Franklin	2,045	60.52	2.34	.06	2.22	.17	1.34	.58	.05	1.03		.08				.02	.16	.11	68.58
Madison	1,080	71.67	3.94	.09	2.16	.22	1.50	.39	.06	2.04	.37	.30				.05	.16	.01	83.06
Miller Street	1,516	63.86	3.32	.07	3.15	.11	1.78	.74	.10	2.87						.04	.12		76.16
Robert Treat	1,703	66.28	3.36	.11	1.93	.29	.63	.52	.04	1.52		.36				.05	.11		75.25
South Seventeenth Street	1,484	67.46	3.38	.05	2.54	.13	1.55	.18	.08	1.07		.10				.02	.10	.01	76.67
<i>Standard—All Year Elementary Schools</i>																			
Belmont Avenue	1,658	62.14	3.98	.13	1.97	.25	1.80	.28	.13	.76		.24				.05	.16		71.89
Newton Street	1,713	63.47	3.63	.08	1.95	.17	1.61	.46	.09	2.79	.32	.10				.04	.10		74.81
Webster Street	1,294	66.25	3.08	.09	2.17	.12	1.51	.41	.19	.62		.08				.08	.13	.01	74.74

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<i>Elementary—All Year All's</i>													
Abington Avenue	1,541	70.96	2.85	.08	2.98	22	1.34	.41	.08	1.10	.17	.03	.16
Cleveland	1,057	96.60	3.55	.12	2.79	19	1.25	.72	.14	1.06		.07	.02
Lafayette Street	2,106	71.73	2.47	.13	2.76	26	1.39	.73	.17	.74	.43	.03	.09
McKinley	2,400	71.93	4.03	.07	2.37	93	1.59	1.08	.17	3.31	.06	.06	.16
Wilson Avenue	1,628	75.96	2.81	.09	1.93	.22	1.35	.34	.17	2.47	.07	.04	.08
<i>Specials—Standard</i>													
Academy Street Ungraded	20	130.00	6.00	.14	9.23	14	8.05	21.45	.38		.08	.12	167.54
Chestnut Street Ungraded	38	207.80	33.23	.17	11.42	1.56	9.57	1.11	.42	13.17	.06	.03	300.09
South Tenth Street Ungraded	38	139.63	33.95	.55	13.01	3.67	1.11	.18	8.21	.06	.55	.03	280.86
Alveta Street Binet	132	139.95	14.19	.13	3.81	1.22	2.33	1.68	.26	9.30	.43	.15	186.70
Coe's Place Binet	132	152.01	11.00	.23	6.48	1.58	8.00	1.22	.35	3.52	.55	.06	1.19
State Street Binet	137	151.66	10.59	.19	6.61	1.22	3.82	2.65	.23	7.85	.23	.16	194.83
Fifteenth Avenue Binet	82	147.79	6.53	.31	11.53	4.40	4.17	.87	.07			.07	193.95
Robert Treat Binet	32	149.79	5.20	.04	3.76	1.18	1.30	1.05	.09				177.73
So. Seventeenth Street Binet	34	156.74	4.45	.15	11.16	3.42	.39	.18					165.83
Waverly Avenue Binet	78	375.68	21.89	.27	9.73	.04	2.91	.88	.35				181.43
School for Deaf	8	315.07	10.92	.03	16.74	.09	11.55	2.20	.54		.15	.31	426.75
Washington Street Blind	12	87.10	18.13	.05	1.07	.54	3.03	.83	.08			.07	164.21
Alexander Street Open Air	27	85.12	3.27		.18	.21	2.26	.70	.16				474.76
Ann Street Open Air	28	73.34	3.50		.46	.08	1.73	.23	.10				115.35
Camden Street Open Air	30	84.85	1.19		.51	.04	2.86	.59	.04				120.58
Fifteenth Avenue Open Air	28	84.85	4.49		.51	.04	2.86	.59	.04				105.69
Eighteenth Avenue Open Air	24	97.38	4.49		.19	.04	2.88	.88	.08			.12	108.56
Franklin Open Air	26	75.05	4.70		.19	.15	2.88	.95	.18				129.90
Garfield Open Air	26	92.16	4.70		.19	.15	2.88	.95	.18				110.74
Lawrence Street Open Air	28	88.62	4.29		.70	.28	2.08	.93	.21				121.04
Montgomery Street Open Air	29	81.34	7.85		.03	.32	2.54	.01	.29				115.76
Morton Street Open Air	29	64.01	4.44		.18	.08	1.98	.71	.16				109.99
Oliver Street Open Air	29	64.01	4.44		.18	.08	1.98	.71	.16				95.00
Peshine Avenue Open Air	28	73.48	7.14		.28	.16	1.32	.65	.08				99.79
South Market Street Open Air	28	86.53	7.14		.77	.17	3.44	.18	.18				125.10
Washington Street Open Air	29	81.58	4.42		.19	.15	2.88	.95	.18				108.88
<i>Specials—All Year</i>													
Alexander Street C. C.	33	220.55		.27	11.93	3.19	7.77	2.01	19	1.21		.18	250.34
Belmont Avenue C. C.	45	195.18		.18	5.78	1.15	4.54	.71	.32				216.46
Franklin C. C.	41	55.13		.01	.57	1.30	.55	.05					57.61
Elizabeth Avenue Open Air	43	124.33	47.26	.15	.91	10.11	3.04	2.32	22.88			1.51	29.93
Lafayette Street Open Air	29	85.58	2.74		.39	.45	1.73	.93	.22				118.97
McKinley Open Air	29	98.11	2.40		.06		1.96	1.32	.21				132.87
<i>Vocational</i>													
Girls'	317	132.68	5.49	.20	2.51	.41	1.99	.50	.02	4.44		.09	149.28
Boys'	435	137.79	32.32	.48	51.38	6.82	8.62	.63	.43			.15	249.18
Building Trades	35	161.14		.32	22.54	.81	6.65	4.27	1.85				198.61

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EVENING													
<i>High</i>													
Central C. & M. T.	1,032	22.31	.57	.03	.84	.21	1.03	.06	.07			.04	24.95
East Side C. & M. T.	565	26.15	.56	.07	2.54		1.39	.06	.16				31.14
Bergen Street	375	26.46	1.13	.10	.68		.81	.36	.12				29.66
Barringer Gym.													
Franklin Street	295	21.98	.68	.06	1.57		1.95	.84	.07	.05			27.20
Morton Street	320	21.56	.93	.03	1.98		1.61	.22	.22				26.33
Robert Treat	365	27.89	.66	.08	1.73		.93	.75	.06				32.10
<i>Elementary</i>													
Bergen Street	168	13.40	.46	.01	.82		1.44	.64	.19				16.96
Central Avenue	267	12.75	.77	.09	.21		1.31	.77	.11				16.01
Cleveland	387	13.12	.81	.03	.34	.29	.93	.45	.09				16.06
East Side	71	15.42	.63				8.82	.34	.55				25.76
Franklin	286	14.05	.61	.09	.33	.12	1.61	.70	.05	.02			17.58
Robert Treat	179	14.57	.67	.01	.01		1.52	1.22	.11				18.10
South Tenth Street	211	16.34	.81	.11	.41	.08	.52	.21	.07				18.55
<i>Vocational</i>													
Boys'	165	31.53	2.18	.03	4.71		3.78	.27	.22				42.72
Fawcett	1,022	35.34	1.37	.16	.91	.32	.62	1.57	.03	.64		.13	41.26
<i>Special</i>													
School for Deaf	11	22.91											22.91
<i>Special Activities</i>													
Playgrounds	8,877	3.56	.12	.01	.35	.02	.01		.02	.10		.06	4.25
Americanization Classes	20	51.60			.33								51.93
SUMMARY													
<i>Day Schools</i>													
Senior High—Standard	4,534	144.22	8.81	.63	5.57	.47	2.63	.52	.15	1.62	.27	.42	167.40
Senior High—All Year	2,225	161.45	9.06	.54	8.20	.49	2.89	.19	.20	2.08	.02	.35	186.82
Junior High—Standard	1,457	73.89	2.05	.08	2.70	.04	1.07	.46	.05	.02			80.37
Junior High—All Year	974	73.37	1.64	.16	2.03	.03	.97	.56	.12	.06		.07	79.06
Elementary—Standard	35,558	58.12	3.67	.07	1.72	.24	1.61	.41	.11	1.57	.07	.20	65.04

BOARD OF EDUCATION

SCHOOLS	Average Enrollment	Teachers' Salaries	Janitors' Salaries	Printing	Text Books and Educational Supplies	Furniture and General Supplies	Fuel	Light and Power	Water	Repairs to Buildings	Rents and Insurance	Repairs and Replacements	Food	Transportation	Libraries	Medical Supplies	Operation—Other Expenses	Maintenance—Other Expenses	Total
Elementary—Matriculating	11,443	63.31	3.19	.07	2.39	.21	1.39	.54	.08	1.68	.11	.23	.01			.05	.12	.02	73.40
Elementary—All Year	4,665	63.77	3.60	.10	2.01	.11	1.63	.38	.13	1.47	.11	.33				.05	.01	.01	73.83
Elementary—All Year Alt.	8,752	75.44	3.15	.09	2.45	.24	1.40	.69	.15	1.88	.03	.33				.04	.13		86.52
Specials—Standard	1,092	160.14	10.48	.14	4.99	.78	4.61	1.90	.24	2.90	.07	.85	10.80	2.24	.01	.07	.66	.05	200.63
Specials—All Year	220	131.79	9.91	.11	3.31	1.71	3.37	1.30	.20	4.65		1.64	23.01	57.25	.07	.32	.47	.13	238.14
Vocational—Standard	317	132.68	5.49	.20	2.51	.41	1.99	.50	.02	4.44		.50				.09	.45		149.28
Vocational—All Year	470	139.53	29.91	.47	49.24	6.38	8.48	.90	.40	3.07	4.42	1.90		.01		.14	.61		245.46
Continuation	380	117.41	6.47	.65	15.41	.81	2.42	.73	.09	5.21		1.04				.49	.14		150.87
Summer Schools																			
Senior High	1,370	8.00		.01	.21														8.22
Junior High	166	7.95							.02										7.95
Elementary	12,554	3.88	.18	.02	.27														4.37
Evening Schools																			
High	2,952	24.15	.41	.05	1.45	.04	.97	.29	.08										27.44
Elementary	2,475	13.05	.57	.06	.08	.131	.48	.12											16.07
Vocational	1,187	34.81	2.09	.14	1.44	.27	2.26	1.63	.14	.55		.14					.11		43.58
Special	11	22.91																	22.91
Special Activities	8,897	3.67	.11	.01	.35	.01	.02		.02	.10							.01		4.30

FINANCIAL STATISTICS

EXPENSES FOR EDUCATIONAL SUPPLIES SHOWING TOTAL COST AND AVERAGE RATE PER PUPIL BASED ON AVERAGE ENROLLMENT FOR THE YEAR 1922-1923

SCHOOLS	Average Enrollment 1922-1923	Text Books and Apparatus		Stationery		Paper		Laboratory Supplies		Miscellaneous		Domestic Science		Domestic Art		Miscellaneous		Wood Working		Printing		Printing Supply		Science Supplies		Machine Shop Supplies		Metal Working		Electric Shop Supplies		Total	
		Cost	Rate	Cost	Rate	Cost	Rate	Cost	Rate	Cost	Rate	Cost	Rate	Cost	Rate	Cost	Rate	Cost	Rate	Cost	Rate	Cost	Rate	Cost	Rate	Cost	Rate	Cost	Rate	Cost	Rate		
DAY																																	
Senior High—Standard																																	
Barringer	1,749	\$3,625.45	\$2.07	\$708.08	\$0.05	\$709.68	\$0.40	\$496.11	\$0.28	\$1,430.77	\$0.82	\$170.10	\$0.08	\$27.41	\$0.01	\$658.88	\$0.37	\$880.39	\$0.50	\$827.96	\$0.47												
East Side C. & M. T.	1,245	3,876.10	3.11	200.88	.16			315.15	.25	1,803.62	1.45																						
South Side	1,540	3,621.79	2.41	56.31	.03	276.94	.18	1,028.23	.66	1,050.09	.68	185.81	.12	58.06	.04	341.64	.22	490.10	.32	990.00	.64												
Senior High—All Year																																	
Central C. & M. T.	2,229	9,104.32	4.09	386.60	.16	1,088.54	.49	734.41	.33	7,697.05	3.21	99.02	.01	81.54	.03	823.01	.37	1,851.82	.81	1,191.51	.53			\$179.76	\$0.08	\$431.60	\$0.17	\$646.46	\$0.28				
Junior High—Standard																																	
Madison	649	\$24.31	1.27	\$121.52	.19	\$52.24	.54			\$3.97		\$232.70	.37					\$31.29	.05														
Robert Treat	808	1,330.47	1.65	142.23	.17	322.77	.65			237.33	.29							69.47	.08														
Junior High—All Year																																	
Cleveland	974	975.23	1.00	129.98	.13	281.42	.29			459.02	.47			77.00	.08	48.75	.06	1.36		156.13	.16												
Elementary—Standard																																	
Kindergarten Material																																	
Alexander Street	980	444.30	.45	143.45	.29	291.48	.29	39.46	.04	262.46	.26	67.57	.07	160.88	.16	121.56	.12	119.00	.12	98.99	.10												
Avon Avenue	1,562	800.78	.57	198.09	.12	441.74	.26	138.01	.09	164.07	.10	68.98	.04	78.22	.03	83.86	.08	74.94	.06	76.11	.05												
Barnes Street	1,025	1,080.55	.68	226.04	.14	302.21	.18	95.89	.06	379.30	.23	129.56	.08	144.03	.09	66.43	.04	567.20	.35	100.97	.06												
Burnet Street	375	195.82	.53			50.80	.15	165.08	.07	170.28	.12	41.25	.11	41.25	.11	8.96	.02	101.89	.03	18.74	.05												
Camden Street	1,371	852.92	.62	227.71	.17	289.96	.21	132.57	.10	526.86	.40	81.90	.06	40.22	.03	108.45	.08	510.84	.37	76.48	.06												
Central Avenue	1,182	664.82	.56	133.48	.11	198.61	.17	172.05	.12	362.71	.24	11.64	.04	98.88	.07	113.08	.09	410.50	.35	52.00	.04												
Charlton Street	1,424	769.92	.54	122.63	.09	331.63	.23	93.00	.06	362.71	.24	11.64	.04	98.88	.07	113.08	.09	410.50	.35	52.00	.04												
Chestnut Street	688	512.90	.74	101.98	.15	133.10	.19	55.54	.08	141.44	.20			17.17	.03	22.57	.04	129.23	.19	48.70	.07												
Dayton Street	65	18.96	.29	15.74	.24	16.56	.25	41.64	.64	16.60	.25					7.50	.01	45.05	.09	6.51	.10												
Elizabeth Avenue	1,325	611.72	.46	147.57	.11	314.79	.24	65.69	.05	257.60	.19			91.29	.07	118.66	.10	42.70	.16	10.50	.07												
Elliot Street	264	57.06	.22	5.72	.02	30.73	.12	76.19	.29	21.31	.08					1.18																	
Fifteenth Avenue	1,020	580.76	.56	119.83	.11	245.24	.24	109.57	.09	304.98	.30					11.66	.10	32.74	.07	40.44	.08												
Franklin Avenue	1,736	616.34	.35	164.78	.10	368.70	.21	100.14	.08	333.51	.18	77.53	.04	65.21	.06	43.35	.04	479.49	.47	80.91	.08												
Franklin Avenue	1,736	616.34	.35	164.78	.10	368.70	.21	100.14	.08	333.51	.18	77.53	.04	65.21	.06	43.35	.04	479.49	.47	80.91	.08												
Garfield	1,289	341.41	.57	131.11	.10	401.08	.24	29.18	.02	109.57	.09	65.91	.05	86.81	.07	78.39	.05	236.48	.19	66.93	.05												
Hawkins Street	775	311.26	.37	201.66	.26	115.39	.14	56.28	.07	210.82	.27			118.68	.10	211.95	.17	238.98	.22	75.46	.06												
Lawrence Avenue	1,404	791.41	.56	166.05	.12	266.94	.19	80.26	.05	65.05	.06			128.20	.08	141.72	.10	129.27	.09	424.42	.30												
Lawrence Street	110	57.72	.49	34.51	.21	27.42	.13																										
Lincoln	453	209.12	.66	45.26	.10	129.85	.29	22.90	.05	80.93	.18					42.52	.10	28.26	.10	14.30	.12												
Lincoln	453	209.12	.66	45.26	.10	129.85	.29	22.90	.05	80.93	.18					42.52	.10	28.26	.10	14.30	.12												
Lincoln	453	209.12	.66	45.26	.10	129.85	.29	22.90	.05	80.93	.18					42.52	.10	28.26	.10	14.30	.12												
Lincoln	453	209.12	.66	45.26	.10	129.85	.29	22.90	.05	80.93	.18					42.52	.10	28.26	.10	14.30	.12												
Lincoln	453	209.12	.66	45.26	.10	129.85	.29	22.90	.05	80.93	.18					42.52	.10	28.26	.10	14.30	.12												
Lincoln	453	209.12	.66	45.26	.10	129.85	.29	22.90	.05	80.93	.18					42.52	.10	28.26	.10	14.30	.12												
Lincoln	453	209.12	.66	45.26	.10	129.85	.29	22.90	.05	80.93	.18					42.52	.10	28.26	.10	14.30	.12												
Lincoln	453	209.12	.66	45.26	.10	129.85	.29	22.90	.05	80.93	.18					42.52	.10	28.26	.10	14.30	.12												
Lincoln	453	209.12	.66	45.26	.10	129.85	.29	22.90	.05	80.93	.18					42.52	.10	28.26	.10	14.30	.12												
Lincoln	453	209.12	.66	45.26	.10	129.85	.29	22.90	.05	80.93	.18					42.52	.10	28.26	.10	14.30	.12												
Lincoln	453	209.12	.66	45.26	.10	129.85	.29	22.90	.05	80.93	.18					42.52	.10	28.26	.10	14.30	.12												
Lincoln	453	209.12	.66	45.26	.10	129.85	.29	22.90	.05	80.93	.18					42.52	.10	28.26	.10	14.30	.12												
Lincoln	453	209.12	.66	45.26	.10	129.85	.29	22.90	.05	80.93	.18					42.52	.10	28.26	.10	14.30	.12												
Lincoln	453	209.12	.66	45.26	.10	129.85	.29	22.90	.05	80.93	.18					42.52	.10	28.26	.10	14.30	.12												
Lincoln	453	209.12	.66	45.26	.10	129.85	.29	22.90	.05	80.93	.18					42.52	.10	28.26	.10	14.30	.12												
Lincoln	453	209.12	.66	45.26	.10	129.85	.29	22.90	.05	80.93	.18					42.52	.10	28.26	.10	14.30	.12												



FINANCIAL REPORT

OF THE

BOARD OF EDUCATION

Newark, N. J., July 31, 1924.

The Secretary respectfully submits the following ANNUAL statement of the RECEIPTS and EXPENDITURES of the Board of Education for the year beginning July 1, 1923, and ending June 30, 1924:

RECEIPTS

STATE

Appropriations	\$1,492,243.57
Railroad Tax	452,898.53
Vocational	48,948.97
Manual Training	4,657.59
Continuation	16,233.08
	<hr/> \$2,014,981.74

MUNICIPAL

Balance from June 30, 1923.....	\$ 401,617.46
Tax Ordinance	5,650,000.00
Sale of School Bonds.....	1,000,000.00
Cash deposited with Custodian.....	51,979.55
Interest	7,410.45
Interest on Bequest.....	240.00
Truancy Fines	355.55
Unexpended Playground Balance from City	21,982.16
	<hr/> \$7,133,585.17
	<hr/> \$9,148,566.91

CONSTRUCTION ACCOUNT

RECEIPTS

Balance from June 30, 1923.....	\$ 99,603.03
Sale of School Bonds.....	1,000,000.00
Cash deposited with Custodian.....	4,725.00
Interest	851.42
Unexpended Playground Balance from City	21,982.16
	<u>\$1,127,161.61</u>

EXPENDITURES

LAND

	Appropriations	Expenditures	Balances
Norfolk Street Playground.....	\$78.64	\$78.64	.....
Oliver Street (Carteret) School (Additional ground).....	3,000.00	.....	3,000.00
Webster Street School (Additional ground).....	37,031.59	37,031.59	.....
Lafayette Street School Playground.....	67,000.00	60,471.90	6,528.10
Morton Street Playground.....	28,000.00	12,628.38	15,371.62
Prince Street Playground.....	30,280.32	30,280.32	.....
Wilson Avenue School (Additional ground).....	16,744.60	16,744.60	.....
South Tenth Street School (Addi- tional ground).....	9,500.00	25.00	9,475.00
Peshine Avenue School (Additional ground).....	6,500.00	6,025.00	475.00
Bond Issue Expenses.....	975.45	975.45	.....
Unapportioned.....	30,907.72	.....	30,907.72
Total.....	<u>\$230,018.32</u>	<u>\$164,260.88</u>	<u>\$65,757.44</u>

BUILDINGS

	Appropriations	Expenditures	Balances
Boys' Vocational School.....	\$29,333.59	\$20,902.11	\$8,431.48
Elliott Street School House Addition.....	112,083.62	97,214.96	14,868.66
Abington Avenue School House Addition.....	51,909.10	38,686.80	13,222.30
Charlton Street School House Addi- tion.....	5,467.66	297.30	5,170.36
Webster Street School House Addi- tion.....	294,725.00	141,882.59	152,842.41
Hawkins Street School House Addi- tion.....	292,775.81	210,169.79	82,606.02
Ann Street School House Addition.....	88,253.76	66,991.00	21,262.76
Eighteenth Avenue School House Addition.....	231,041.96	180,584.93	50,457.03
Wilson Avenue School House Addi- tion.....	216,000.00	37,905.84	178,094.16
Charlton Street School Alterations.....	84,000.00	72,344.56	11,655.44
Maple Avenue School.....	365,000.00	29,707.54	335,292.46
School for Crippled Children.....	210,000.00	31,635.09	178,364.91
Unapportioned.....	16,552.79	.....	16,552.79
Total.....	<u>\$1,997,143.29</u>	<u>\$928,322.51</u>	<u>\$1,068,820.78</u>

SUMMARY

	Appropriations	Expenditures	Balances
Land.....	\$230,018.32	\$164,260.88	\$65,757.44
Buildings.....	1,997,143.29	928,322.51	1,068,820.78
	<u>\$2,227,161.61</u>	<u>\$1,092,583.39</u>	<u>\$1,134,578.22</u>
Due on Bond Issue.....	1,100,000.00	.....	1,100,000.00
Actual.....	<u>\$1,127,161.61</u>	<u>\$1,092,583.39</u>	<u>\$34,578.22</u>

R. D. ARGUE, *Secretary.*

ESTIMATED VALUE OF SCHOOL HOUSES, SITES AND SCHOOL FURNITURE

JUNE 30, 1924

Name of School House	Sites	Buildings	Furniture and Equipment	Total
<i>High</i>				
Barringer.....	\$82,000	\$285,000	\$33,300	\$400,300
Central C. & M. T.....	66,600	639,600	75,000	781,200
East Side C. & M. T.....	43,000	393,000	56,200	492,200
South Side.....	52,000	365,000	45,000	462,000
West Side.....	50,000			50,000
Total.....	\$293,600	\$1,682,600	\$209,500	\$2,185,700
<i>Elementary</i>				
Abington Avenue.....	\$47,800	\$398,000	\$15,000	\$460,800
Alexander Street.....	10,200	451,000	25,100	486,300
Ann Street.....	20,100	333,000	16,000	369,100
Avon Avenue.....	20,000	191,000	7,500	218,500
Belmont Avenue.....	48,000	250,000	9,000	307,000
Bergen Street.....	35,000	164,000	7,500	206,500
Bruce Street.....	21,000	50,000	3,500	74,500
Burnet Street.....	25,000	275,000	12,000	312,000
Camden Street.....	20,000	66,000	3,400	89,400
Central Avenue.....	31,200	154,000	9,100	194,300
Charlton Street.....	32,000	382,000	17,000	431,000
Chestnut Street.....	22,000	79,500	3,600	105,100
Cleveland.....	22,000	255,000	15,000	292,000
Dayton Street.....	3,000	12,500	300	15,800
Eighteenth Avenue.....	26,000	200,000	13,300	239,300
Elizabeth Avenue.....	23,000	12,800	1,000	36,800
Elliott Street.....	22,900	537,000	15,000	574,900
Fifteenth Avenue.....	40,550	254,000	15,000	309,550
Fourteenth Avenue.....	30,000	118,000	4,000	152,000
Franklin.....	35,000	523,500	39,000	597,500
Garfield.....	16,500	155,000	13,500	185,000
Hawkins Street.....	20,800	53,000	12,800	86,600
Hawthorne Avenue.....	22,000	199,000	9,500	230,500
Hawthorne Avenue District.....	11,275			11,275
Lafayette Street.....	25,000	265,000	15,500	305,500
Lawrence Street.....	30,000	52,000	1,800	83,800
Lincoln.....	10,800	75,000	3,000	88,800
Madison.....	18,000	245,000	11,100	274,100
McKinley (Old) (7th Ave.).....	19,300	105,500	5,500	130,300
McKinley (New) (8th Ave.).....	35,000	123,500	6,200	164,700
Miller Street.....	27,400	205,000	10,500	242,900
Monmouth Street.....	10,000	60,000	4,000	74,000
Montgomery Street.....	27,000	145,000	7,000	179,000
Morton Street.....	50,000	300,000	9,000	359,000
Newton Street.....	40,300	295,000	18,500	353,800
Oliver Street.....	12,000	328,000	18,000	358,000
Parker Street.....	24,000			24,000
Peshine Avenue.....	18,800	365,000	12,000	395,800
Ridge Street.....	15,000	115,500	5,000	135,500
Robert Treat.....	48,500	276,000	12,700	337,200
Roseville Avenue.....	13,200	30,500	1,600	45,300
South Street.....	12,000	51,000	3,000	66,000
South Eighth Street.....	24,000	144,000	5,000	173,000
South Market Street.....	20,000	58,000	3,000	81,000
South Tenth Street.....	34,750	45,000	3,600	83,350
Southern Section (Maple Avenue).....	14,500			14,500
South Seventeenth Street.....	23,200	195,000	11,000	229,200
Speedway Avenue.....	19,800	77,000	3,400	100,200
Summer Avenue.....	10,000	99,500	2,900	112,400
Summer Place.....	7,000	31,500	1,200	39,700
Sussex Avenue.....	24,000	53,000	3,000	80,000
Walnut Street.....	7,500	7,000	1,200	15,700
Warren Street.....	14,000	137,000	5,500	156,500
Washington Street.....	57,000	76,000	4,800	137,800
Waverly Avenue.....	13,500	50,000	2,800	66,300
Webster Street.....	54,000	148,000	5,500	207,500
Wilson Avenue.....	40,500	170,000	7,500	218,000
Total.....	\$1,405,375	\$9,441,300	\$471,900	\$11,318,575

ESTIMATED VALUE OF SCHOOL HOUSES, SITES AND SCHOOL FURNITURE—Continued

Name of School House	Sites	Buildings	Furniture and Equipment	Total
<i>Special</i>				
Chestnut St. Ungraded.....	\$4,000	\$17,100	\$1,000	\$22,100
South Tenth St. Ungraded.....	10,000	16,300	1,000	27,300
Alyea St. Binet.....	7,000	10,000	1,000	18,000
Coe's Pl. Binet.....	5,000	20,000	2,000	27,000
State St. Binet.....	15,000	19,000	1,500	35,500
Elizabeth Ave. Open Air.....	1,000	3,300	600	4,900
Total.....	\$42,000	\$85,700	\$7,100	\$134,800
<i>Schools of Industries</i>				
Fawcett School of Industrial Arts.....	\$36,000	\$19,000	\$1,000	\$56,000
Boys' Continuation.....	2,000	10,000	7,000	19,000
Boys' Vocational.....	32,800	1,078,000	112,200	1,223,000
Girls' Vocational.....	40,000	48,000	7,300	95,300
Building Trades.....	15,000	32,500	5,000	52,500
Total.....	\$125,800	\$1,187,500	\$132,500	\$1,445,800
<i>Medical Inspection Dept. and Clinic</i>				
Market St. (Medical Inspection Dept. and Clinic).....	\$80,000	\$18,000	\$2,000	\$100,000
Total.....	\$80,000	\$18,000	\$2,000	\$100,000
<i>Physical Training Field</i>				
Physical Training Field.....	\$55,000	\$3,000	*\$1,000	\$61,000
Total.....	\$55,000	\$5,000	\$1,000	\$61,000
<i>All Year Playgrounds</i>				
Lafayette Street.....	\$60,000	.....	.....	\$ 60,000
Morton Street.....	25,500	.....	\$2,500	28,000
Norfolk Street.....	35,000	.....	2,000	37,000
Prince Street.....	42,500	.....	2,500	45,000
Vailsburg.....	14,750	.....	.....	14,750
Total.....	\$177,750	.....	\$7,000	\$184,750
<i>Shop</i>				
Marshall Street (Shop).....	\$9,000	\$5,000	\$1,500	\$15,500
Total.....	\$9,000	\$5,000	\$1,500	\$15,500

SUMMARY

Name of School House	Sites	Buildings	Furniture and Equipment	Total
High Schools.....	\$293,600	\$1,682,600	\$209,500	\$2,185,700
Elementary Schools.....	1,405,375	9,441,300	471,900	11,318,575
Special Schools.....	42,000	85,700	7,100	134,800
Schools of Industries.....	125,800	1,187,500	132,500	1,445,800
Medical Inspection Dept. and Clinic.....	80,000	18,000	2,000	100,000
Physical Training Field.....	55,000	5,000	1,000	61,000
All Year Playgrounds.....	177,750	.....	7,000	184,750
Shop.....	9,000	5,000	1,500	15,500
Grand Total.....	\$2,188,525	\$12,425,100	\$832,500	\$15,446,125

*Reduction.

Special Schools.....	(Chestnut St. Ungraded South Tenth St. Ungraded Elizabeth Ave. Open Air Alyea St. Binet Coe's Pl. Binet State St. Binet)
Schools for Industries.....	(Fawcett School of Industrial Arts Boys' Continuation Boys' Vocational Girls' Vocational)
General Control.....	(Market St. (Med. Insp. Dept. & Clinic) Physical Training Field All Year Playgrounds Shop)

FINANCIAL STATISTICS

TABLE OF EXPENSES OF THE VARIOUS SCHOOLS FOR THE YEAR ENDING JUNE 30, 1924, AND SHOWING ORDINARY, EXTRAORDINARY AND TOTAL CURRENT EXPENSES

SCHOOLS	ORDINARY EXPENSES																			EXTRAORDINARY EXPENSES				Totals	Grand Totals
	SALARIES			INSTRUCTION AND EDUCATIONAL SUPPLIES			MISCELLANEOUS SUPPLIES			Rents and Insurance	Repairs to Buildings	Repairs and Replacements	Food	Transportation	Libraries	Medical Supplies	Operation of Plant	Maintenance of Plant	Telephone and Messenger	Totals	Alterations and Improvements	Furniture and Equipment			
DAY	Principals and Teachers	Janitors	Text Books	Apparatus	Educational Supplies	Printings	Ordinary Supplies	Janitors' Supplies	Fuel	Light and Paper	Water														
Senior High—Standard																									
Bergin Street	\$14,074.90	\$11,074.90	\$5,581.13	\$6,575.74	\$5,072.78	\$8,092.01	\$474.28	\$2,364.41	\$2,800.04	\$1,906.23	\$309.46	\$4,945.80	\$1,450.99		\$1,416.66	\$17.79	\$500.79	\$18.50		\$281,113.62	\$2,747.71	\$276.81	\$284,138.14	\$185,544.16	
East Side C. M. T.	215,434.33	1,364.84	1,445.88	2,887.37	2,720.89	587.97	426.56	339.74	2,077.13	154.13	713.64	4,721.04	3,995.88		2,995.88	25.68	616.56	26.02		207,344.68	2,747.71	276.81	210,369.20	248,188.15	
West Side C. M. T.	15,050.33	1,364.84	1,445.88	2,887.37	2,720.89	587.97	426.56	339.74	2,077.13	154.13	713.64	4,721.04	3,995.88		2,995.88	25.68	616.56	26.02		17,050.33	2,747.71	276.81	17,354.85	27,107.11	
Junior High—All Year																									
Central C. M. T.	377,143.11	21,583.72	6,391.84	4,707.03	11,178.43	1,858.08	500.04	698.47	4,312.73	411.42	479.18	38.50	7,991.45	844.00		3,860.54	41.46	413.41	38.46	442,689.94	249.81	505.27	443,445.02	443,445.02	
Junior High—Standard																									
Madison	55,469.36	1,885.68	1,117.77	451.71	1,483.44	123.70	42.00		714.99	290.43	38.85	6.35	1.49							62,694.41		17.40	62,711.81	62,711.81	
Robert Treat	62,971.43	1,570.28	1,117.77	451.71	1,483.44	123.70	42.00		714.99	290.43	38.85	6.35	1.49							64,552.99		17.40	64,570.39	64,570.39	
Cleveland—																									
Elementary—Standard																									
Alexander Street	\$60,152.84	3,588.01	860.62	507.26	1,137.43	106.86	82.87	129.43	2,572.90	319.63	89.87	1,516.69	401.16							71,760.87		127.11	71,887.98	71,887.98	
Albion Street	80,184.41	5,577.88	1,105.19	518.86	1,290.10	166.86	87.14	166.35	2,180.10	414.17	115.59	1,695.84	401.16							92,388.18		159.48	92,547.66	92,547.66	
Bergin Street	12,005.73	640.72	1,311.12	241.89	1,740.86	106.86	82.87	129.43	2,572.90	319.63	89.87	1,516.69	401.16							14,287.98		159.48	14,447.46	14,447.46	
Central C. M. T.	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00							5,000.00		5,000.00	5,000.00	5,000.00	
East Side C. M. T.	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00							5,000.00		5,000.00	5,000.00	5,000.00	
West Side C. M. T.	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00							5,000.00		5,000.00	5,000.00	5,000.00	
Elementary—All Year																									
Albion Street	122,847.72	6,575.74	1,891.38	285.35	3,769.04	232.41	219.27	298.47	4,483.00	1,437.46	259.38	3,990.32	193.97							140,918.80		2,747.71	143,666.51	143,666.51	
Bergin Street	122,847.72	6,575.74	1,891.38	285.35	3,769.04	232.41	219.27	298.47	4,483.00	1,437.46	259.38	3,990.32	193.97							140,918.80		2,747.71	143,666.51	143,666.51	
Central C. M. T.	122,847.72	6,575.74	1,891.38	285.35	3,769.04	232.41	219.27	298.47	4,483.00	1,437.46	259.38	3,990.32	193.97							140,918.80		2,747.71	143,666.51	143,666.51	
East Side C. M. T.	122,847.72	6,575.74	1,891.38	285.35	3,769.04	232.41	219.27	298.47	4,483.00	1,437.46	259.38	3,990.32	193.97							140,918.80		2,747.71	143,666.51	143,666.51	
West Side C. M. T.	122,847.72	6,575.74	1,891.38	285.35	3,769.04	232.41	219.27	298.47	4,483.00	1,437.46	259.38	3,990.32	193.97							140,918.80		2,747.71	143,666.51	143,666.51	
Elementary—All Year All																									
Albion Street	117,305.54	5,496.00	2,173.10	491.77	3,249.01	143.64	159.88	263.53	3,373.06	1,023.58	162.50	619.00	2,880.35	222.91						136,547.62		405.23	136,952.85	136,952.85	
Bergin Street	117,305.54	5,496.00	2,173.10	491.77	3,249.01	143.64	159.88	263.53	3,373.06	1,023.58	162.50	619.00	2,880.35	222.91						136,547.62		405.23	136,952.85	136,952.85	
Central C. M. T.	117,305.54	5,496.00	2,173.10	491.77	3,249.01	143.64	159.88	263.53	3,373.06	1,023.58	162.50	619.00	2,880.35	222.91						136,547.62		405.23	136,952.85	136,952.85	
East Side C. M. T.	117,305.54	5,496.00	2,173.10	491.77	3,249.01	143.64	159.88	263.53	3,373.06	1,023.58	162.50	619.00	2,880.35	222.91						136,547.62		405.23	136,952.85	136,952.85	
West Side C. M. T.	117,305.54	5,496.00	2,173.10	491.77	3,249.01	143.64	159.88	263.53	3,373.06	1,023.58	162.50	619.00	2,880.35	222.91						136,547.62		405.23	136,952.85	136,952.85	
Special—Standard																									
Albion Street	2,700.00	120.00	39.42	66.77	166.63	2.01	4.00	43.76	1,610.70	477.11	22.64	18.88	6.38							3,106.31		1,044.11	4,150.42	4,150.42	
Bergin Street	2,700.00	120.00	39.42	66.77	166.63	2.01	4.00	43.76	1,610.70	477.11	22.64	18.88	6.38							3,106.31		1,044.11	4,150.42	4,150.42	
Central C. M. T.	2,700.00	120.00	39.42	66.77	166.63	2.01	4.00	43.76	1,610.70	477.11	22.64	18.88	6.38							3,106.31		1,044.11	4,150.42	4,150.42	
East Side C. M. T.	2,700.00	120.00	39.42	66.77	166.63	2.01	4.00	43.76	1,610.70	477.11	22.64	18.88	6.38							3,106.31		1,044.11	4,150.42	4,150.42	
West Side C. M. T.	2,700.00	120.00	39.42	66.77	166.63	2.01	4.00	43.76	1,610.70	477.11	22.64	18.88	6.38							3,106.31		1,044.11	4,150.42	4,150.42	
Special—All Year																									
Albion Street	2,700.00	120.00	39.42	66.77	166.63	2.01	4.00	43.76	1,610.70	477.11	22.64	18.88	6.38							3,106.31		1,044.11	4,150.42	4,150.42	
Bergin Street	2,700.00	120.00	39.42	66.77	166.63	2.01	4.00	43.76	1,610.70	477.11	22.64	18.88	6.38							3,106					

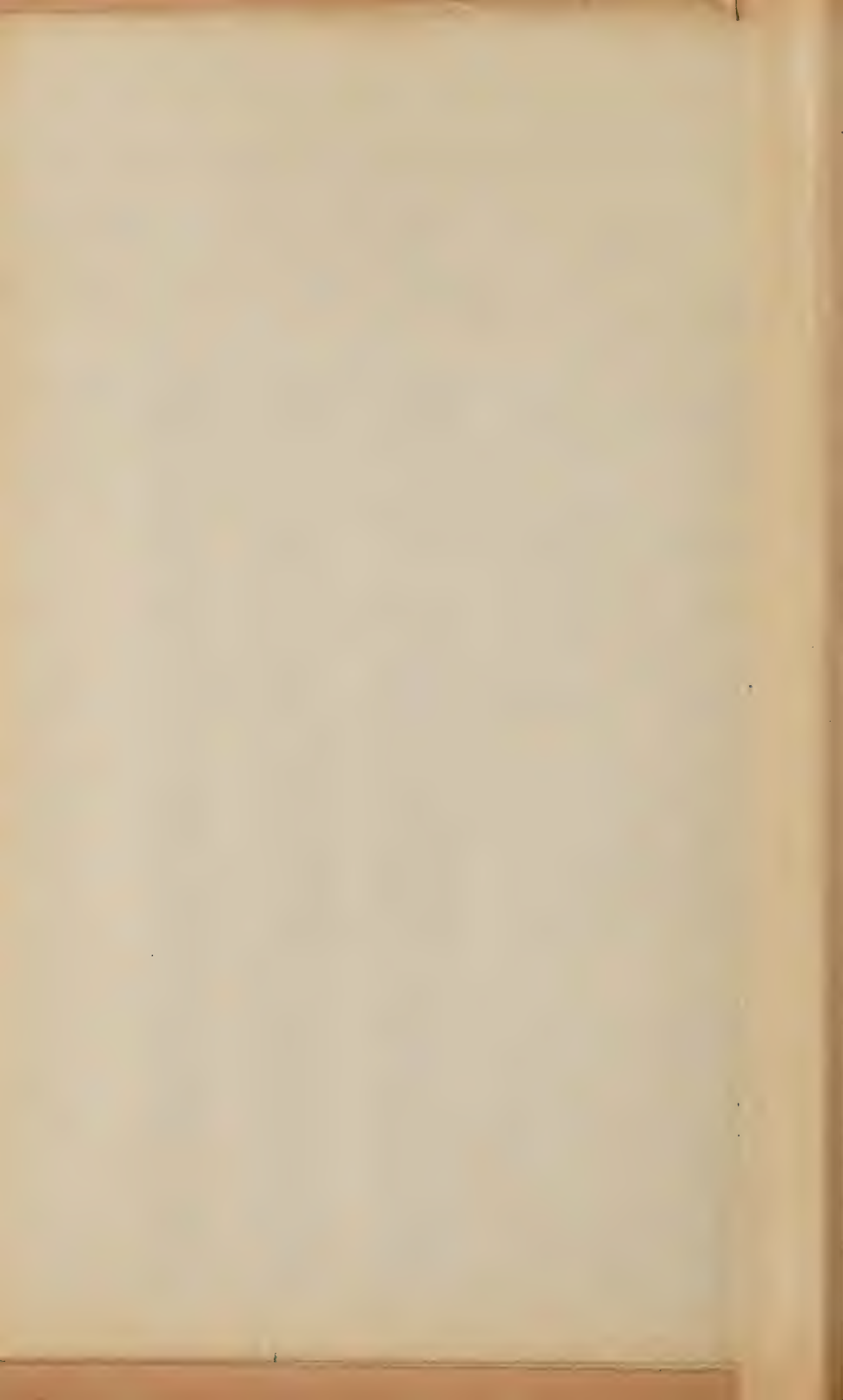


TABLE SHOWING ANNUAL COST PER PUPIL FOR SALARIES, SUPPLIES, REPAIRS, ETC., BASED ON AVERAGE ENROLLMENT AND ORDINARY EXPENSES AS SHOWN IN TABLE OF EXPENSES 1923-1924

SCHOOLS	Average Enrollment	Teachers' Salaries	Janitors' Salaries	Printing	Text Books and Educational Supplies	Furniture and General Supplies	Fuel	Light and Power	Water	Repairs to Buildings	Rents and Insurance	Replacements	Food	Transportation	Libraries	Medical Supplies	Operation—Other Expenses	Maintenance—Other Expenses	Total
DAY																			
<i>Senior High—Standard</i>																			
Barringer	1,818	\$134.02	\$6.09	\$.47	\$6.20	\$.36	\$1.54	\$1.09	\$.20	\$2.72		\$.79			\$1.89	\$.02	\$.27	\$.01	\$155.67
East Side C. & M. T.	1,276	176.67	12.41	.46	9.00	.59	2.33	.12	.13	3.70	.25	.69			2.74	.02	.53	.03	209.67
South Side	1,719	140.36	9.09	.41	5.37	.33	1.44	.09	.10	2.75		.39			1.73	.02	.19	.02	162.29
<i>Senior High—All Year</i>																			
Central C. & M. T.	2,201	171.26	9.80	.84	10.12	.54	2.05	.19	.21	3.63	.01	.38			1.75	.02	.18	.02	201.00
<i>Junior High—Standard</i>																			
Madison	744	75.89	2.53	.16	4.13		.96	.39	.05										84.11
Robert Treat	830	75.86	1.85	.12	3.19	.04	1.09	.52	.04			.03							82.74
<i>Junior High—All Year</i>																			
Cleveland	953	79.85	1.74	.19	4.00	.05	.92	.55	.09	.69									88.08
<i>Elementary—Standard</i>																			
Alexander Street	1,066	51.73	3.36	.10	2.36	.29	2.41	.29	.08	1.42		.37				.06	.19	.02	62.68
Avon Avenue	1,552	57.42	3.38	.06	2.22	.16	1.41	.27	.07	1.06		.18				.04	.08	.01	66.36
Bergen Street	1,656	57.91	3.92	.09	2.00	.21	1.10	.46	.10	1.37		2.15				.04	.15	.03	69.53
Bruce Street	393	56.86	2.30	.06	1.38	.13	1.46	.86	.04	5.49		.09				.03	.34		69.05
Burnet Street	1,412	57.79	4.09	.05	1.92	.12	1.42	.73	.18	3.38		.38				.03	.13		70.22
Camden Street	1,226	50.16	2.65	.06	2.01	.13	1.03	.15	.07	1.85		.08				.03	.18	.02	58.34
Charlton Street	1,404	63.79	3.94	.08	2.08	.32	1.84	.24	.07	2.69		.40				.03	.18		75.68
Chestnut Street	680	60.85	4.64	.10	1.48	.31	1.54	.28	.12	2.39		.17				.04	.31		72.23
Dayton Street	69	58.02	11.91	.12	1.92	.48	3.54	.57	.10	5.62		.08				.01	1.47	.02	83.86
Eighteenth Avenue	1,161	58.89	4.67	.08	2.26	.26	4.19	.37	.09	.96		.07				.02	.16		72.02
Elizabeth Avenue	247	63.34	6.12	.05	.84	.22	1.53	.43	.74	2.51		.53				.10	.52	.11	77.04
Elliott Street	1,025	64.68	3.16	.07	2.79	.73	2.38	.72	.10	2.00		.48				.07	.22	.01	80.32
Fifteenth Avenue	1,712	56.39	3.41	.08	1.77	.18	1.58	.25	.03	5.13	.28	.08				.07	.10	.03	69.38
Fourteenth Avenue	1,254	52.86	2.90	.06	2.21	.19	1.34	.19	.04	1.07		.27				.03	.13		61.24
Garfield	1,334	58.95	3.16	.05	2.47	.31	1.82	.48	.16	2.14	.26	.01				.03	.15	.03	70.05
Hawkins Street	798	49.42	4.35	.07	1.64	.22	2.77	.45	.14	2.52		.02				.05	.20		61.85
Hawthorne Avenue	1,833	50.12	2.78	.05	2.66	.13	1.11	.32	.12	2.96	.01	.09				.04	.10		60.49

SCHOOLS	Average Enrollment	Teachers' Salaries	Janitors' Salaries	Printing	Text Books and Educational Supplies	Furniture and General Supplies	Fuel	Light and Power	Water	Repairs to Buildings	Rents and Insurance	Replacements	Food	Transportation	Libraries	Medical Supplies	Operation—Other Expenses	Maintenance—Other Expenses	Total	
Elementary—Alternating																				
Lawrence Street	70	68.35	42.03	.05	.81	1.33	1.91	1.59	.26	24.11								1	.65	142.13
Lincoln	487	62.97	5.66	.05	2.00	.16	.68	.07	.12	.64		.70				.03		.28		72.66
Monmouth Street	891	58.96	3.82	.07	1.63	.40	.94	.49	.08	5.19							.04	.27		72.59
Montgomery Street	803	63.70	4.13	.06	2.77	.32	1.77	1.00		1.80		.17				.03	.18	.02		76.14
Morton Street	1,607	60.45	7.04	.06	2.24	.13	1.64		.14	2.28		.27				.05	.12	.01		74.43
Oliver Street	1,762	53.49	3.02	.09	2.06	.16	1.46	.51	.09	1.99		.22				.02	.09	.01		63.21
Peshine Avenue	1,683	50.49	3.06	.05	1.90	.14	1.28	.66	.13	.69		.15				.06	.06	.05		58.72
Ridge Street	673	62.85	4.33	.08	2.94	.21	1.45	.81	.24	8.96		.09				.08	.20	.04		82.28
Roseville Avenue	401	62.94	3.96	.05	1.50	.25	.81	.07	.12	2.13		.32				.04	.32	.04		72.23
South Street	935	47.95	2.77	.04	1.61	.09	.73	.23	.09	3.12		.22				.02	.15	.02		57.02
South Eighth Street	1,276	62.68	3.73	.03	1.75	.23	2.15	.29	.17	5.68		.56				.03	.14	.02		77.46
South Market Street	666	54.44	5.65	.09	2.16	.47	2.08	1.30	.30	3.40		.05				.07	.22	.03		70.05
South Tenth Street	958	51.42	3.30	.06	1.75	.20	1.11	.41	.05	1.93		.12				.02	.22	.03		60.62
Speedway Avenue	372	57.73	4.19	.06	1.54	.29	2.11	.29	.11	2.47		.77				.07	.40	.03		70.06
Summer Avenue	885	57.80	3.27	.07	2.18	.16	1.22	.43	.16	1.07		.44				.04	.38	.02		67.07
Summer Place	345	61.91	4.45	.07	1.77	.85	1.10	.31	.07	2.39		.04				.04	.38	.06		73.38
Sussex Avenue	936	55.49	2.93	.05	2.53	.34	1.02	.45	.06	2.16		.26				.05	.43	.08		69.15
Walnut Street	299	58.22	5.05	.03	1.56	.22	.92	.19	.18	2.18		.04				.05	.43	.04		69.70
Warren Street	922	55.97	3.76	.08	1.41	.46	1.95	1.14	.06	4.58		.05				.05	.45	.04		69.40
Washington Street	704	57.37	4.12	.07	2.05	.24	1.83	.30	.05	2.61		.45				.05	.22	.04		69.40
Waverly Avenue	739	53.87	3.48	.07	2.11	.36	1.87	.20	.11	1.59		.13				.05	.18	.03		64.05
Elementary—All Year																				
Ann Street	2,023	60.72	3.25	.10	2.93	.25	2.21	.70	.12	1.97		.09				.03	.11	.02		72.50
Central Avenue	1,570	61.92	3.58	.05	2.70	.30	1.41	.81	.10	1.44		.37				.05	.13	.01		72.87
Franklin	2,045	60.09	2.95	.06	2.47	.18	1.18	.20	.05	1.05		.31				.05	.13	.03		68.97
Madison	1,068	73.03	4.20	.09	2.49	.26	1.02	.32	.06	1.60		.33				.03	.16	.03		83.59
Miller Street	1,599	64.04	3.54	.08	2.86	.12	1.62	.64	.10	4.77		.56				.06	.13	.01		78.31
Robert Treat	1,708	62.06	3.33	.09	2.00	.28	1.03	.48	.04	4.55		.36				.03	.13	.03		74.58
South Seventeenth Street	1,523	66.86	3.30	.06	2.11	.08	.64	.28	.07	.48						.03	.12	.13		74.03
Elementary—All Year																				
Belmont Avenue	1,676	61.75	3.75	.09	2.50	.22	1.32	.33	.11	2.14		.01				.07	.16	.01		72.46
Newton Street	1,672	67.35	3.87	.08	2.43	.19	1.75	.54	.09	7.09		.50				.02	.11	.03		84.05
Webster Street	1,245	67.18	3.36	.11	2.63	.13	1.45	.42	.25	1.03		.13				.04	.13	.01		76.86

Elementary—All Year Alt.

Ablington Avenue.....	70.77	3.32	.07	3.30	.25	1.42	.62	.09	1.14	.40	.14	.07	.16	.02	81.77
Cleveland.....	103.29	3.81	.10	3.48	.35	1.30	.77	.12	2.53	.23	.27	.07	.20	.02	116.29
Lafayette Street.....	74.52	2.98	.13	3.25	.31	1.19	1.00	.16	4.94	.03	.07	.02	.12	.01	88.93
McKinley.....	75.55	4.54	.09	3.03	.35	1.55	1.34	.17	2.63	.17	.17	.08	.18	.01	89.69
Wilson Avenue.....	79.04	2.88	.10	2.75	.16	1.19	.38	.14	.65	.15	.15	.10	.10	.10	87.64

Specials—Standard

Academy Street Ungraded.....	20	135.00	6.00	.10	10.20	.22	9.77	2.38	.54	.94	.32	.24	3.12		155.18
Chestnut Street Ungraded.....	42	177.65	32.00	.27	10.66	1.12	8.56	1.06	6.61	6.61	1.26		3.33		283.56
So. Tenth Street Ungraded.....	39	195.66	34.46	.35	8.23	1.04	8.19	1.06	5.23	5.23	1.89		3.73		273.98
Alvea Street Binet.....	85	148.75	14.88	.42	7.25	1.07	4.93	1.87	.34	1.51	1.12		3.13	.08	196.91
Coe's Place Binet.....	142	144.44	13.47	.18	8.73	1.76	4.93	1.00	.30	3.27	1.12		4.85	.16	188.45
Fifteenth Avenue Binet.....	32	161.30	7.95	.07	19.31	1.54	4.02	.63	.07		1.19		6.21		217.30
Robert Treat Binet.....	87	149.91	5.53	.02	7.26	.04	2.27	1.08	.08		1.19		6.21		173.65
South Street Binet.....	17	145.38	6.89		19.32	.18	1.32	.60	.24		.06		8.85		179.19
So. Seventeenth Street Binet.....	34	154.27	6.86		13.02	.18	1.32	.60	.24		.06		8.85		186.31
State Street Binet.....	148	139.11	10.22	.34	15.08	1.47	2.88	2.64	.15	6.43	1.07	.09	1.07	.05	185.69
Waverly Avenue Binet.....	34	145.45	4.45	.37	15.08	1.47	2.88	2.64	.15	6.43	1.07	.09	1.07	.05	175.54
School for Deaf.....	74	409.19	24.45	.17	12.18	1.31	2.12	3.82	.14	.19	.68		6.34	.04	460.99
Robert Treat Blind.....	9	291.81	10.69		12.02	.05	4.39	2.07	.16				14.05		321.28
Washington Street Blind.....	13	39.27	19.41	1.08	27.04	.05	12.40	2.00	.33				10.82		116.32
Alexander Street Open Air.....	27	91.46	14.53		.23	.25	3.67	.45	.13				37.28		123.44
Ann Street Open Air.....	28	87.63	3.93		.86	.46	2.91	.92	.17		1.52		19.27		135.68
Eighteenth Avenue Open Air.....	28	89.59	2.28		.24	.07	6.22	.55	.13				7.09		118.08
Fifteenth Avenue Open Air.....	29	85.54	4.38		.24	.07	6.22	.55	.13				7.09		99.91
Montgomery Street Open Air.....	25	103.54	5.10		.66	.05	2.22	.35	.04				22.01		135.81
Morton Street Open Air.....	29	84.75	8.84	.04	.04	.11	2.11	.18					20.91	.22	117.16
Oliver Street Open Air.....	30	26.45	4.52		.23	.28	2.23	1.16	.23				10.06		41.26
Peshine Avenue Open Air.....	26	67.10	4.73			.05	3.33	2.08	.14				16.47		95.56
So. Market Street Open Air.....	26	91.39	7.69			.05	3.33	2.08	.14				24.44		129.12

Specials—All Year

Alexander St. Crippled Cl.....	45	198.75	5.33	.02	4.71	1.68	6.61	.82	.23	.13	.39	.13	.55	.09	370.95
Belmont Ave. Crippled Cl.....	48	207.09	8.43	.13	4.45	1.18	3.06	.77	.21		.33	.03	.92	.09	365.61
Franklin Crippled Cl.....	39	66.27	2.78	.02	1.42	.01	1.42	.01							70.50
Elizabeth Avenue Open Air.....	43	122.93	51.13	.22	1.00	3.98	6.13	2.36	.30	.21	.60	1.30	2.35		293.17
Lafayette Street Open Air.....	30	83.54	3.01				1.42	1.20	.16		.37				120.19

Vocational

Girls'.....	329	142.01	5.74	.13	4.51	.37	4.29	2.32	.10	3.65	.47	.04	.51	.01	164.15
Boys'.....	499	144.87	38.81	.19	33.07	2.27	8.97	1.20	.38	3.07	1.13	.06	.62	.01	234.65
Building Trades.....	42	115.00		.31	24.04	2.71	4.64	3.47		1.30		.04	.86	.01	152.38

EVENING													
<i>High</i>													
Barringer Gym.....													22.03
Bergen Street.....	388	16.26	.46	.09	4.28	.62	.26	.06					18.21
Central C. & M. T.....	1,026	15.45	.38	.03	1.70	.08	.48	.04					18.71
East Side.....	579	13.96	.31	.06	3.82	.51	.02	.03					19.19
Franklin.....	307	12.80	.31	.16	4.60	.02	.43	.03	.04				22.09
Morton Street.....	244	14.88	.95	.11	5.69	1.23	.13	.13					28.44
Robert Treat.....	398	18.61	.60	.06	7.61	.09	.46	.03					
<i>Elementary</i>													
Bergen Street.....	327	13.33	.47		.07	.16	.87	.37	.08				15.35
Central Avenue.....	235	14.63	.76	.07	.20	.14	1.51	.87	.11				18.29
Cleveland.....	378	16.30	.96	.05	.35		.93	.49	.07				19.15
East Side.....	105	14.13	.46	.05			4.53	.23	.27				19.67
Franklin.....	326	14.02	.57	.07		.06	1.21	.65	.05				16.63
Lafayette Street.....	416	15.12	.56	.19	.32	.11	.80	.68	.11				17.89
Morton Street.....	431	14.09	.42	.03	.22		.83		.08				15.67
Robert Treat.....	186	17.74	.46	.04			2.51	1.19	.09				22.03
South Tenth Street.....	239	16.58	.84	.08	.27		.70	.21	.03				18.71
<i>Vocational</i>													
Boys'.....	352	26.47	1.53		4.97	.32	2.11	.30	.11				35.81
Fawcett.....	1,119	27.24	1.31	.20	.90	.28	.61	1.24	.02	.69		.13	32.71
School for Deaf.....	20	48.60											48.60
<i>Special</i>													
Playgrounds.....	5,420	1.41	.11		.81								2.39
Americanization Class.....	180	20.00	1.30		1.55				.04	.01		.01	22.85
SUMMARY													
<i>Day</i>													
Senior High—Standard.....	4,813	147.59	8.84	.45	6.64	22	1.71	.48	15	2.99	.06	2.06	171.87
Senior High—All Year.....	2,201	171.35	9.81	.84	10.12	.54	2.05	.19	.21	3.63	.01	1.75	201.02
Junior High—Standard.....	1,574	75.88	2.17	.14	3.63	.02	1.03	.46	.04	.46	.01	.46	83.38
Junior High—All Year.....	953	79.85	1.74	.18	4.00	.04	.92	.55	.07	.69		.07	88.04

SCHOOLS	Average Enrollment	Teachers' Salaries	Janitors' Salaries	Printing	Text Books and Educational Supplies	Furniture and General Supplies	Fuel	Light and Power	Water	Repairs to Buildings	Rents and Insurance	Repairs and Replacements	Food	Transportation	Libraries	Medical Supplies	(Operation—Other Expenses	Maintenance—(Other Expenses	Total
Elementary—Standard	36,236	56.86	3.90	.07	1.52	.24	1.61	.42	.01	2.00	.06	.31				.04	.12	.02	68.49
Elementary—Alternating	11,566	63.41	3.31	.08	2.61	.22	1.34	.58	.08	2.27		.25				.04	.13	.02	74.34
Elementary—All Year	4,593	66.57	3.69	.09	2.51	.19	1.51	.03	.14	3.64		.22				.04	.14	.01	78.78
Elementary—All Year Alt.	8,615	78.33	3.55	.10	3.17	.29	1.34	.88	.14	2.61		.15				.06	.14	.01	90.77
Specials—Standard	1,024	170.00	14.34	.21	8.28	.88	4.25	1.71	.22	1.96		.69	17.23	2.23		.07	.71	.04	222.82
Specials—All Year	205	142.73	14.84	.08	3.04	1.48	3.88	1.18	.20	4.48		.22	21.85	64.68		.31	.83	.04	259.01
Vocational—Standard	329	141.99	15.74	.42	4.51	.37	4.26	2.32	.10	4.47		1.05				.04	.52	.01	160.75
Vocational—All Year	541	144.41	35.80	.20	32.37	2.31	8.63	1.38	.35	2.93		1.78				.06	.61	.01	230.14
Continuation	478	118.63	5.68	.40	11.24	.40	1.40	1.83	.33	3.52						.06	.34	.05	145.73
Summer																			
Senior High	1,908	6.67	.04	.04	.12				.03										6.90
Junior High	1,779	5.36		.02	.41				.02										5.83
Elementary	12,289	3.46	.17	.02	.25	.02			.02										3.92
Evening																			
High	2,942	15.36	.45	.07	3.54	.04	.86	.29	.07										20.68
Elementary	2,643	17.07	.62	.07	.19	.06	1.21	.50	.09										19.81
Vocational	1,471	43.86	1.91	.15	1.88	.29	1.82	1.23	.10	.52		.07					.10		51.93
Special	20	48.60																	48.60
Special Activities	5,600	8.44	.49		1.22	.05	.04	.04	.04	.57		.02					.04		10.95

FINANCIAL STATISTICS																																			
EXPENSES FOR EDUCATIONAL SUPPLIES SHOWING TOTAL COST AND AVERAGE RATE PER PUPIL BASED ON AVERAGE ENROLLMENT FOR THE YEAR 1923-1924																																			
SCHOOLS	Average Enrollment 1923-1924	Text Books and Apparatus		Stationery		Paper		Laboratory Supplies		Miscellaneous		Domestic Science		Domestic Art		Miscellaneous		Wood Working		Printing		Printing Supplies		Science Supplies		Machine Shop Supplies		Metal Working		Electric Shop Supplies		Totals			
		Cost	Rate	Cost	Rate	Cost	Rate	Cost	Rate	Cost	Rate	Cost	Rate	Cost	Rate	Cost	Rate	Cost	Rate	Cost	Rate	Cost	Rate	Cost	Rate	Cost	Rate	Cost	Rate	Cost	Rate	Cost	Rate		
DAY																																			
Senior High—Standard																																			
Barringer	1,818	\$6,606.87	\$3.58	\$52.03	.03	\$1,207.36	\$.66	\$874.37	\$.48	\$1,049.50	\$.60	\$211.06	\$.12	\$211.19	\$.02	\$699.89	\$.38	\$940.92	\$.52	\$860.01	\$.48			\$15.96	\$.01							\$12,518.16	\$6.90		
East Side C. & M. T.	1,276	\$5,730.35	4.49	246.11	.19	954.62	.70	161.64	.12	1,352.43	1.06	151.97	.12	672.13	.52																	12,002.09	9.41		
South Side	1,719	\$6,565.30	3.82	76.57	.04	433.90	.25	547.36	.32					47.50	.03	231.34	.13	175.75	.10	701.97	.42					\$18.68	\$.02					\$9,995.18	5.78		
Senior High—All Year																																			
Central C. & M. T.	2,201	11,098.89	5.04	410.63	.19	1,485.04	.68	935.28	.42	3,663.86	1.66	200.19	.08	74.48	.04	809.47	.37	2,772.73	1.26	1,858.08	.84					342.25	.16	482.76	.22			21,133.66	10.96		
Junior High—Standard																																			
Madison	744	1,589.50	2.13	146.70	.20	342.30	.46			571.90	.79	213.40	.28	71.18	.09	76.18	.10	61.78	.08	123.7	.16											3,196.64	4.29		
Robert Treat	830	1,152.82	1.38	161.90	.19	362.30	.70			678.34	.82	19.71	.02	6.45	.09	59.36	.07	6.37	.01	97.35	.12											2,749.03	3.31		
Junior High—All Year																																			
Cleveland	953	2,114.86	2.22	204.04	.21	523.21	.55			591.84	.62	70.01	.07	46.36	.05	130.48	.14	131.31	.14	180.06	.19											3,992.17	4.19		
Elementary—Standard																																			
Alexander Street	1,066	1,376.88	1.29	124.79	.12	345.37	.32			225.76	.22	89.87	.08	68.31	.06	128.08	.12	115.72	.11	106.88	.10											2,617.19	2.45		
Ann Avenue	1,552	1,159.07	.75	203.26	.13	516.91	.33	35.33	.03	689.56	.44	15.97	.08	84.38	.05	111.99	.08	506.04	.32	95.86	.06											4,543.19	2.96		
Bacon Street	393	249.86	.63	57.89	.15	68.76	.17	151.64	.09					90.54	.06	101.90	.09	255.47	.16	146.12	.09											3,189.68	2.06		
Barnes Street	1,412	1,181.60	.83	238.71	.16	443.18	.17	37.47	.09	44.44	.12	6.61	.02																			2,781.20	1.97		
Bay Street	1,276	1,212.45	.98	118.72	.08	374.18	.19	108.14	.07	291.14	.20	58.91	.04	47.66	.03	124.60	.09	216.99	.15	76.14	.05											3,112.26	2.06		
Beaumont Street	1,404	1,407.85	1.00	142.41	.13	242.43	.19	202.34	.17	275.63	.24			30.96	.02	99.74	.08	268.24	.22	78.96	.06											3,229.07	2.28		
Belmont Street	680	447.95	.65	96.59	.14	143.92	.21	101.96	.07	301.80	.22	236.32	.16	63.55	.04	115.17	.08	303.68	.22	116.23	.08											1,901.18	1.28		
Benton Street	69	300.01	.43	2.73	.01	11.75	.17	22.61	.06	90.57	.13	3.94		34.28	.05	49.31	.07	98.32	.14	70.50	.10											308.11	0.44		
Birmingham Avenue	1,161	1,128.14	.97	242.99	.21	570.42	.49	23.84	.34	23.84	.34					8.23	.12	33.34	.48	8.89	.12											2,481.11	2.13		
Blossom Avenue	247	107.82	.44	21.35	.09	18.70	.07	18.44	.01	231.87	.20	5.29		57.19	.05	25.62	.02															379.96	0.58		
Booth Street	1,025	1,484.40	.94	126.33	.11	243.56	.27	44.96	.04	16.83	.07					1.85		274.03	.26	70.47	.07											3,111.11	2.07		
Bowling Green	1,712	1,193.44	.70	193.53	.11	390.98	.38	52.97	.05	306.69	.30	20.27	.02	71.28	.07	141.00	.13	382.68	.22	138.69	.08											3,881.29	2.25		
Bowling Green Avenue	1,254	1,415.08	1.14	148.53	.12	436.79	.35	117.38	.07	436.66	.35	53.17	.03	87.87	.07	93.75	.07	239.70	.19	79.28	.06											3,881.29	2.25		
Bowling Green	1,334	1,415.08	1.14	148.53	.12	436.79	.35	117.38	.07	436.66	.35	53.17	.03	87.87	.07	93.75	.07	239.70	.19	79.28	.06												3,881.29	2.25	
Bowling Green	1,334	1,415.08	1.14	148.53	.12	436.79	.35	117.38	.07	436.66	.35	53.17	.03	87.87	.07	93.75	.07	239.70	.19	79.28	.06												3,881.29	2.25	
Bowling Green	1,334	1,415.08	1.14	148.53	.12	436.79	.35	117.38	.07	436.66	.35	53.17	.03	87.87	.07	93.75	.07	239.70	.19	79.28	.06												3,881.29	2.25	
Bowling Green	1,334	1,415.08	1.14	148.53	.12	436.79	.35	117.38	.07	436.66	.35	53.17	.03	87.87	.07	93.75	.07	239.70	.19	79.28	.06												3,881.29	2.25	
Bowling Green	1,334	1,415.08	1.14	148.53	.12	436.79	.35	117.38	.07	436.66	.35	53.17	.03	87.87	.07	93.75	.07	239.70	.19	79.28	.06												3,881.29	2.25	
Bowling Green	1,334	1,415.08	1.14	148.53	.12	436.79	.35	117.38	.07	436.66	.35	53.17	.03	87.87	.07	93.75	.07	239.70	.19	79.28	.06												3,881.29	2.25	
Bowling Green	1,334	1,415.08	1.14	148.53	.12	436.79	.35	117.38	.07	436.66	.35	53.17	.03	87.87	.07	93.75	.07	239.70	.19	79.28	.06												3,881.29	2.25	
Bowling Green	1,334	1,415.08	1.14	148.53	.12	436.79	.35	117.38	.07	436.66	.35	53.17	.03	87.87	.07	93.75	.07	239.70	.19	79.28	.06												3,881.29	2.25	
Bowling Green	1,334	1,415.08	1.14	148.53	.12	436.79	.35	117.38	.07	436.66	.35	53.17	.03	87.87	.07	93.75	.07	239.70	.19	79.28	.06												3,881.29	2.25	
Bowling Green	1,334	1,415.08	1.14	148.53	.12	436.79	.35	117.38	.07	436.66	.35	53.17	.03	87.87	.07	93.75	.07	239.70	.19	79.28	.06												3,881.29	2.25	
Bowling Green	1,334	1,415.08	1.14	148.53	.12	436.79	.35	117.38	.07	436.66	.35	53.17	.03	87.87	.07	93.75	.07	239.70	.19	79.28	.06												3,881.29	2.25	
Bowling Green	1,334	1,415.08	1.14	148.53	.12	436.79	.35	117.38	.07	436.66	.35	53.17	.03	87.87	.07	93.75	.07	239.70	.19	79.28	.06												3,881.29	2.25	
Bowling Green	1,334	1,415.08	1.14	148.53	.12	436.79	.35	117.38	.07	436.66	.35	53.17	.03	87.87	.07	93.75	.07	239.70	.19	79.28	.06												3,881.29	2.25	
Bowling Green	1,334	1,415.08	1.14	148.53	.12	436.79	.35	117.38	.07	436.66	.35	53.17	.03	87.87	.07	93.75	.07	239.70	.19	79.28	.06														

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FINANCIAL REPORT

OF THE

BOARD OF EDUCATION

Newark, N. J., June 30, 1925.

The Secretary respectfully submits the following ANNUAL statement of the RECEIPTS and EXPENDITURES of the Board of Education for the year beginning July 1, 1924, and ending June 30, 1925:

RECEIPTS

STATE

Appropriations	\$1,530,648.62
Railroad Tax	418,348.25
Vocational	85,463.25
Manual Training	5,342.41
Vocational—Federal	15,392.19
	\$2,055,194.72

MUNICIPAL

Balance from June 30, 1924.....	\$ 509,399.82
Tax Ordinance	5,750,000.00
Sale of School Bonds.....	1,200,000.00
Cash deposited with Custodian.....	56,200.67
Interest	8,206.23
Interest on Bequest.....	240.00
Truancy Fines	385.70
	\$7,524,432.42
	\$9,579,627.14

BOARD OF EDUCATION

EXPENDITURES

	Appropriations	Expenditures	Balances
ADMINISTRATION			
Secy.'s Dept. and Board Offices	\$28,963.54	\$27,012.44	\$1,951.10
Legal Services	2,000.00	2,000.00	
Business Manager's Dept. —			
Repair Division	51,577.14	38,648.79	12,928.35
Supply Division	56,714.28	56,714.28	
Supt. of Schools' Dept.	83,500.25	80,801.29	2,698.96
Attendance Dept.	65,500.70	65,082.99	417.71
Other Expenses	13,020.00	9,238.36	3,781.64
Total	\$301,275.91	\$279,498.15	\$21,777.76
INSTRUCTION			
Teachers' Salaries	\$6,199,398.30	\$6,125,137.77	\$74,260.53
Text Books	80,471.35	80,471.35	
Apparatus	20,162.00	19,497.66	664.34
Instruction Supplies	184,995.20	139,651.14	45,344.06
Other Expenses	88,623.71	63,842.40	24,781.31
Total	\$6,573,650.56	\$6,428,600.32	\$145,050.24
OPERATION			
Janitors' Salaries	\$388,136.81	\$388,136.81	
Janitors' Supplies	15,865.97	13,746.25	\$2,119.72
Fuel	109,401.26	105,791.34	3,609.92
Water	13,547.84	10,758.76	2,789.08
Light and Power	48,485.98	48,485.98	
Other Expenses	13,790.86	13,358.30	432.56
Total	\$589,228.72	\$580,277.44	\$8,951.28
MAINTENANCE			
Repairs to Buildings	\$207,526.13	\$205,327.46	\$2,198.67
Repairs and Replacements	35,941.70	35,941.70	
Ordinary Supplies	10,201.45	10,052.59	148.86
Insurance	65,047.83	65,047.83	
Other Expenses	3,503.84	1,066.30	2,437.54
Total	\$322,220.95	\$317,435.88	\$4,785.07
AUXILIARY AGENCIES			
Medical Inspection Dept.	\$119,513.88	\$119,513.88	
Libraries	22,330.37	15,766.91	\$6,563.46
Transportation of Pupils	30,374.55	30,374.55	
Food for Special Schools	13,245.64	13,245.64	
Total	\$185,464.44	\$178,900.98	\$6,563.46
MISCELLANEOUS			
Leasing of School Buildings	\$11,790.45	\$550.00	\$11,240.45
Other Expenses	656.72	656.72	
Total	\$12,447.17	\$1,206.72	\$11,240.45
CAPITAL OUTLAY			
Alterations and Imps. to Bldgs.	\$232,723.80	\$232,723.80	
Equipment of New Buildings	53,511.66	44,951.40	\$8,560.26
Equipment of Old Buildings	66,066.50	61,745.24	4,321.26
Equipment of Depts.	3,853.59	3,853.59	
Land	220,037.90	119,659.23	100,378.67
New Buildings	2,619,115.94	1,087,410.04	1,531,705.90
Total	\$3,195,309.39	\$1,550,343.30	\$1,644,966.09

SUMMARY

	Appropriations	Expenditures	Balances
Administration.....	\$301,275.91	\$279,498.15	\$21,777.76
Instruction.....	6,573,650.56	6,428,600.32	145,050.24
Operation.....	589,228.72	580,277.44	8,951.28
Maintenance.....	322,220.95	317,435.88	4,785.07
Auxiliary Agencies.....	185,464.44	178,900.98	6,563.46
Miscellaneous.....	12,447.17	1,206.72	11,240.45
Capital Outlay.....	3,195,309.39	1,550,343.30	1,644,966.09
Unapportioned.....	30.00	-----	30.00
	\$11,179,627.14	\$9,336,262.79	\$1,843,364.35
Due on Bond Issue.....	1,600,000.00	-----	1,600,000.00
	\$9,579,627.14	\$9,336,262.79	\$243,364.35

CONSTRUCTION ACCOUNT

RECEIPTS

Balance from June 30, 1924.....	\$ 34,578.22	
Sale of School Bonds.....	1,200,000.00	
Cash deposited with Custodian.....	3,411.00	
Interest	1,164.62	
		<u>\$1,239,153.84</u>

EXPENDITURES

LAND

	Appropriations	Expenditures	Balances
Oliver Street School (Additional ground).....	\$3,000.00	-----	\$3,000.00
Peshine Avenue School (Additional ground).....	86.28	\$86.28	-----
South Tenth Street School (Additional ground).....	9,475.00	-----	9,475.00
West Side High School (Additional ground).....	69,057.92	69,057.92	-----
Arlington Avenue Ungraded School	11,802.54	11,802.54	-----
Lafayette Street School Playground	5,499.32	5,499.32	-----
Prince Street Playground.....	36,000.00	26,720.16	9,279.84
Fifteenth Avenue School Playground	6,106.81	6,106.81	-----
Hawkins Street Playground.....	15,000.00	25.00	14,975.00
Warren Street Playground.....	21,000.00	25.00	20,975.00
Cleveland School Playground.....	5,000.00	-----	5,000.00
Franklin School Playground.....	15,500.00	25.00	15,475.00
Ann Street School Playground.....	12,000.00	25.00	11,975.00
Bond Issue Expenses.....	286.20	286.20	-----
Unapportioned.....	10,223.83	-----	10,223.83
Total.....	\$220,037.90	\$119,659.23	\$100,378.67

BUILDINGS

	Appropriations	Expenditures	Balances
Boys' Vocational School.....	\$138.42	\$138.42	-----
Elliott Street School House Addition	10,811.71	10,811.71	-----
Abington Avenue School House Addition.....	4,258.49	4,258.49	-----
Charlton Street School House Addition.....	2,142.77	2,142.77	-----
Webster Street School House Addition.....	124,070.74	124,070.74	-----
Hawkins Street School Alterations and Addition.....	65,600.26	65,600.26	-----
East Side High School Addition.....	291,734.77	259.84	\$291,474.93
Webster Street Playground and Buildings.....	22,000.00	10,017.44	11,982.56
West Side High School Building.....	850,942.08	39,797.80	811,144.28
Arlington Avenue Ungraded School	114,197.46	60,970.75	53,226.71
Ann Street School House Addition.....	20,562.29	20,562.29	-----
Eighteenth Avenue School House Addition.....	51,852.55	51,852.55	-----
Wilson Avenue School House Addition.....	160,094.16	124,639.47	35,454.69
Maple Avenue School Building.....	335,292.46	278,616.01	56,676.45
School for Crippled Children.....	194,053.93	190,675.90	3,378.03
Charlton Street School Alterations.....	11,655.44	9,482.28	2,173.16
Lincoln School House Addition.....	191,000.00	41,992.16	149,007.84
Bond Issue Expenses.....	858.58	858.58	-----
Unapportioned.....	15,849.83	-----	15,849.83
Total.....	\$2,467,115.94	\$1,036,747.46	\$1,430,368.48
Newark School Stadium.....	152,000.00	50,662.58	101,337.42

SUMMARY

	Appropriations	Expenditures	Balances
Land.....	\$220,037.90	\$119,659.23	\$100,378.67
Buildings.....	2,467,115.94	1,036,747.46	1,430,368.48
Stadium.....	152,000.00	50,662.58	101,337.42
	\$2,839,153.84	\$1,207,069.27	\$1,632,084.57
Due on Bond Issue.....	1,600,000.00	-----	1,600,000.00
Actual.....	\$1,239,153.84	\$1,207,069.27	\$32,084.57

R. D. ARGUE, *Secretary*.

ESTIMATED VALUE OF SCHOOL HOUSES, SITES AND SCHOOL FURNITURE

JUNE 30, 1925

Name of School House	Sites	Buildings	Furniture and Equipment	Total
<i>High</i>				
Barringer	\$82,000	\$285,000	\$33,300	\$400,300
Central C. & M. T.	66,600	639,600	75,000	781,200
East Side C. & M. T.	43,000	393,000	56,200	492,200
South Side	52,000	365,000	45,000	462,000
West Side	50,000			50,000
Totals	\$293,600	\$1,682,600	\$209,500	\$2,185,700
<i>Elementary</i>				
Abington Avenue	\$47,800	\$398,000	\$15,000	\$460,800
Alexander Street	10,200	451,000	25,100	486,300
Ann Street	20,100	333,000	16,000	369,100
Avon Avenue	20,000	191,000	7,500	218,500
Belmont Avenue	48,000	250,000	9,000	307,000
Bergen Street	35,000	164,000	7,500	206,500
Bruce Street	21,000	50,000	3,500	74,500
Burnet Street	25,000	275,000	12,000	312,000
Camden Street	20,000	66,000	3,400	89,400
Central Avenue	31,200	154,000	9,100	194,300
Charlton Street	32,000	382,000	17,000	431,000
Chestnut Street	22,000	79,500	3,600	105,100
Cleveland	22,000	255,000	15,000	292,000
Dayton Street	3,000	12,500	300	15,800
Eighteenth Avenue	26,000	493,000	22,100	541,100
Elizabeth Avenue	23,000	12,800	1,000	36,800
Elliott Street	22,900	537,000	15,000	574,900
Fifteenth Avenue	46,550	254,000	15,000	315,550
Fourteenth Avenue	30,000	118,000	4,000	152,000
Franklin	35,000	523,500	39,000	597,500
Garfield	16,500	155,000	13,500	185,000
Hawkins Street	20,800	431,000	24,800	476,600
Hawthorne Avenue	22,000	199,000	9,500	230,500
Hawthorne Avenue District	11,275			11,275
Lafayette Street	25,000	265,000	15,500	305,500
Lawrence Street	30,000	52,000	1,800	83,800
Lincoln	10,800	75,000	3,000	88,800
Madison	18,000	245,000	11,100	274,100
Maple Avenue	14,500			14,500
McKinley (Old) (7th Ave.)	19,300	105,500	5,500	130,300
McKinley (New) (8th Ave.)	35,000	123,500	6,200	164,700
Miller Street	27,400	205,000	10,500	242,900
Monmouth Street	10,000	60,000	4,000	74,000
Montgomery Street	27,000	145,000	7,000	179,000
Morton Street	50,000	300,000	9,000	359,000
Newton Street	40,300	295,000	18,500	353,800
Oliver Street	12,000	328,000	18,000	358,000
Peshine Avenue	18,800	365,000	12,000	395,800
Ridge Street	15,000	115,500	5,000	135,500
Robert Treat	48,500	276,000	12,700	337,200
Roseville Avenue	13,200	30,500	1,600	45,300
South Street	12,000	51,000	3,000	66,000
South Eighth Street	24,000	144,000	5,000	173,000
South Tenth Street	34,750	45,000	3,600	83,350
South Seventeenth Street	23,200	195,000	11,000	229,200
Speedway Avenue	19,800	77,000	3,400	100,200
Summer Avenue	10,000	99,500	2,900	112,400
Summer Place	7,000	31,500	1,200	39,700
Sussex Avenue	24,000	53,000	3,000	80,000
Walnut Street	7,500	7,000	1,200	15,700
Warren Street	14,000	137,000	5,500	156,500
Washington Street	57,000	76,000	4,800	137,800
Waverly Avenue	13,500	50,000	2,800	66,300
Webster Street	17,000	413,000	25,800	455,800
Wilson Avenue	40,500	170,000	7,500	218,000
Totals	\$1,330,375	\$10,319,300	\$510,000	\$12,159,675

ESTIMATED VALUE OF SCHOOL HOUSES, SITES AND SCHOOL FURNITURE—Continued

Name of School House	Sites	Buildings	Furniture and Equipment	Total
<i>Specials</i>				
Chestnut St. Ungraded.....	\$4,000	\$17,100	\$1,000	\$22,100
South Tenth St. Ungraded.....	10,000	16,300	1,000	27,300
Alvea Street Binet.....	7,000	10,000	1,000	18,000
Coe's Place Binet.....	5,000	20,000	2,000	27,000
State Street Binet.....	15,000	19,000	1,500	35,500
Wickliffe Street Binet.....	2,000	10,000	7,000	19,000
Elizabeth Avenue Open Air.....	1,000	3,300	600	4,900
School for Crippled Children.....	24,000	223,000	10,000	257,000
Totals.....	68,000	318,700	24,100	410,800
<i>Schools of Industries</i>				
Fawcett School of Industrial Arts.....	\$36,000	\$19,000	\$1,000	\$56,000
Boys' Continuation.....	20,000	58,000	3,000	81,000
Totals.....	\$56,000	\$77,000	\$4,000	\$137,000
<i>Medical Inspection Dept. and Clinic</i>				
Market St. (Medical Inspection Dept. and Clinic).....	\$80,000	\$18,000	\$2,000	\$100,000
Totals.....	\$80,000	\$18,000	\$2,000	\$100,000
<i>Stadium</i>				
Newark School Stadium.....	\$55,000	\$5,000	\$1,000	\$61,000
Totals.....	\$55,000	\$5,000	\$1,000	\$61,000
<i>All Year Playgrounds</i>				
Lafayette Street.....	\$65,000	.....	.....	\$65,000
Morton Street.....	25,500	.....	\$2,500	28,000
Norfolk Street.....	35,000	.....	2,000	37,000
Prince Street.....	42,500	.....	2,500	45,000
Vailsburg.....	14,750	.....	.....	14,750
Webster Street.....	37,000	.....	.....	37,000
Totals.....	\$219,750	.....	\$7,000	\$226,750
<i>Shop</i>				
Marshall Street (Shop).....	\$9,000	\$5,000	\$1,500	\$15,500
Totals.....	\$9,000	\$5,000	\$1,500	\$15,500

BOARD OF EDUCATION

SUMMARY

Name of School House	Sites	Buildings	Furniture and Equipment	Totals
High Schools.....	\$293,600	\$1,682,600	\$209,500	\$2,185,700
Elementary Schools.....	1,330,375	10,319,300	510,000	12,159,675
Special Schools.....	68,000	318,700	24,100	410,800
Schools of Industries.....	56,000	77,000	4,000	137,000
Medical Inspection Dept. and Clinic.....	80,000	18,000	2,000	100,000
Newark School Stadium.....	55,000	5,000	1,000	61,000
All Year Playgrounds.....	219,750	.....	7,000	226,750
Shop.....	9,000	5,000	1,500	15,500
Grand Total.....	\$2,111,725	\$12,425,600	\$759,100	\$15,296,425

Special Schools.....	{ Chestnut St. Ungraded South Tenth St. Ungraded Elizabeth Ave. Open Air Alyea St. Binet Coe's Pl. Binet State St. Binet Wickliffe St. Binet School for Crippled Children
Schools of Industries.....	{ Fawcett School of Industrial Arts Boys' Continuation
General Control.....	{ Market St. (Med. Insp. Dept. & Clinic) Newark School Stadium All Year Playgrounds Shop

FINANCIAL STATISTICS

TABLE OF EXPENSES OF THE VARIOUS SCHOOLS FOR THE YEAR ENDING JUNE 30, 1925, AND SHOWING ORDINARY, EXTRAORDINARY AND TOTAL CURRENT EXPENSES

SCHOOLS	ORDINARY EXPENSES																			EXTRAORDINARY EXPENSES					
	SALARIES		INSTRUCTION AND EDUCATIONAL SUPPLIES					MISCELLANEOUS SUPPLIES												Totals	Alterations and Improvements	Furniture and Equipment	Totals	Grand Totals	
	Principal Teachers	Janitors	Text Books	Apparatus	Educational Supplies	Printing	Ordinary Supplies	Janitors' Supplies	Fuel	Light and Power	Water	Postage and Freight	Repairs to Buildings	Repairs and Replacements	Food	Transportation	Literature	Medical Supplies	Operation Other Expenses						Maintenance Other Expenses
DAY																									
Senior High—Standard																									
Bartholomew	\$251,427.86	\$11,594.12	\$4,224.08	\$1,865.09	\$4,368.08	\$671.69	\$492.31	\$301.87	\$1,945.90	\$2,169.39	\$292.71	\$1,134.67	\$2,446.00	\$2,108.45	—	—	—	—	—	—	—	—	—	—	—
East Side C. M. T.	234,119.86	12,750.04	1,979.74	1,279.68	5,816.11	522.36	343.69	346.35	2,765.46	337.14	218.08	1,451.74	2,880.53	1,203.92	—	—	—	—	—	—	—	—	—	—	—
South Side	237,536.33	17,019.13	7,016.15	592.00	1,804.71	804.71	260.34	401.22	3,817.75	126.84	78.08	1,400.72	9,971.48	621.77	—	—	—	—	—	—	—	—	—	—	—
Bartholomew, Junior High—All Year	387,457.69	26,450.17	8,938.48	2,349.97	9,887.48	1,332.54	665.49	675.96	3,794.83	318.79	475.51	2,560.33	4,124.39	2,137.92	—	—	—	—	—	—	—	—	—	—	—
Bartholomew, Madison	63,737.76	2,628.08	1,451.04	640.08	1,434.89	70.94	1.60	—	743.05	342.30	40.20	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Robert Treat	63,890.76	2,500.84	1,396.74	427.07	1,097.72	119.28	44.71	—	743.05	342.30	44.21	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Bartholomew, Junior High—All Year	70,518.94	2,157.76	1,210.41	973.78	1,487.86	327.05	23.36	—	807.88	325.88	114.23	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Bartholomew, Cleveland	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Bartholomew, Elementary—Standard	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Alexander Street	67,770.00	4,854.30	928.41	31.60	1,537.29	87.05	91.11	314.26	1,743.83	377.76	51.81	1,382.64	1,318.51	44.65	—	—	—	—	—	—	—	—	—	—	—
Adams Avenue	67,957.00	6,717.61	1,381.19	41.08	1,537.29	87.05	91.11	314.26	1,743.83	377.76	51.81	1,382.64	1,318.51	44.65	—	—	—	—	—	—	—	—	—	—	—
Birney Street	67,957.00	6,717.61	1,381.19	41.08	1,537.29	87.05	91.11	314.26	1,743.83	377.76	51.81	1,382.64	1,318.51	44.65	—	—	—	—	—	—	—	—	—	—	—
Boston Street	67,957.00	6,717.61	1,381.19	41.08	1,537.29	87.05	91.11	314.26	1,743.83	377.76	51.81	1,382.64	1,318.51	44.65	—	—	—	—	—	—	—	—	—	—	—
Camden Street	67,957.00	6,717.61	1,381.19	41.08	1,537.29	87.05	91.11	314.26	1,743.83	377.76	51.81	1,382.64	1,318.51	44.65	—	—	—	—	—	—	—	—	—	—	—
Camden Street	67,957.00	6,717.61	1,381.19	41.08	1,537.29	87.05	91.11	314.26	1,743.83	377.76	51.81	1,382.64	1,318.51	44.65	—	—	—	—	—	—	—	—	—	—	—
Camden Street	67,957.00	6,717.61	1,381.19	41.08	1,537.29	87.05	91.11	314.26	1,743.83	377.76	51.81	1,382.64	1,318.51	44.65	—	—	—	—	—	—	—	—	—	—	—
Camden Street	67,957.00	6,717.61	1,381.19	41.08	1,537.29	87.05	91.11	314.26	1,743.83	377.76	51.81	1,382.64	1,318.51	44.65	—	—	—	—	—	—	—	—	—	—	—
Camden Street	67,957.00	6,717.61	1,381.19	41.08	1,537.29	87.05	91.11	314.26	1,743.83	377.76	51.81	1,382.64	1,318.51	44.65	—	—	—	—	—	—	—	—	—	—	—
Camden Street	67,957.00	6,717.61	1,381.19	41.08	1,537.29	87.05	91.11	314.26	1,743.83	377.76	51.81	1,382.64	1,318.51	44.65	—	—	—	—	—	—	—	—	—	—	—
Camden Street	67,957.00	6,717.61	1,381.19	41.08	1,537.29	87.05	91.11	314.26	1,743.83	377.76	51.81	1,382.64	1,318.51	44.65	—	—	—	—	—	—	—	—	—	—	—
Camden Street	67,957.00	6,717.61	1,381.19	41.08	1,537.29	87.05	91.11	314.26	1,743.83	377.76	51.81	1,382.64	1,318.51	44.65	—	—	—	—	—	—	—	—	—	—	—
Camden Street	67,957.00	6,717.61	1,381.19	41.08	1,537.29	87.05	91.11	314.26	1,743.83	377.76	51.81	1,382.64	1,318.51	44.65	—	—	—	—	—	—	—	—	—	—	—
Camden Street	67,957.00	6,717.61	1,381.19	41.08	1,537.29	87.05	91.11	314.26	1,743.83	377.76	51.81	1,382.64	1,318.51	44.65	—	—	—	—	—	—	—	—	—	—	—
Camden Street	67,957.00	6,717.61	1,381.19	41.08	1,537.29	87.05	91.11	314.26	1,743.83	377.76	51.81	1,382.64	1,318.51	44.65	—	—	—	—	—	—	—	—	—	—	—
Camden Street	67,957.00	6,717.61	1,381.19	41.08	1,537.29	87.05	91.11	314.26	1,743.83	377.76	51.81	1,382.64	1,318.51	44.65	—	—	—	—	—	—	—	—	—	—	—
Camden Street	67,957.00	6,717.61	1,381.19	41.08	1,537.29	87.05	91.11	314.26	1,743.83	377.76	51.81	1,382.64	1,318.51	44.65	—	—	—	—	—	—	—	—	—	—	—
Camden Street	67,957.00	6,717.61	1,381.19	41.08	1,537.29	87.05	91.11	314.26	1,743.83	377.76	51.81	1,382.64	1,318.51	44.65	—	—	—	—	—	—	—	—	—	—	—
Camden Street	67,957.00	6,717.61	1,381.19	41.08	1,537.29	87.05	91.11	314.26	1,743.83	377.76	51.81	1,382.64	1,318.51	44.65	—	—	—	—	—	—	—	—	—	—	—
Camden Street	67,957.00	6,717.61	1,381.19	41.08	1,537.29	87.05	91.11	314.26	1,743.83	377.76	51.81	1,382.64	1,318.51	44.65	—	—	—	—	—	—	—	—	—	—	—
Camden Street	67,957.00	6,717.61	1,381.19	41.08	1,537.29	87.05	91.11	314.26	1,743.83	377.76	51.81	1,382.64	1,318.51	44.65	—	—	—	—	—	—	—	—	—	—	—
Camden Street	67,957.00	6,717.61	1,381.19	41.08	1,537.29	87.05	91.11	314.26	1,743.83	377.76	51.81	1,382.64	1,318.51	44.65	—	—	—	—	—	—	—	—	—	—	—
Camden Street	67,957.00	6,717.61	1,381.19	41.08	1,537.29	87.05	91.11	314.26	1,743.83	377.76	51.81	1,382.64	1,318.51	44.65	—	—	—	—	—	—	—	—	—	—	—
Camden Street	67,957.00	6,717.61	1,381.19	41.08	1,537.29	87.05	91.11	314.26	1,743.83	377.76	51.81	1,382.64	1,318.51	44.65	—	—	—	—	—	—	—	—	—	—	—
Camden Street	67,957.00	6,717.61	1,381.19	41.08	1,537.29	87.05	91.11	314.26	1,743.83	377.76	51.81	1,382.64	1,318.51	44.65	—	—	—	—	—	—	—	—	—	—	—
Camden Street	67,957.00	6,717.61	1,381.19	41.08	1,537.29	87.05	91.11	314.26	1,743.83	377.76	51.81	1,382.64	1,318.51	44.65	—	—	—	—	—	—	—	—	—	—	—
Camden Street	67,957.00	6,717.61	1,381.19	41.08	1,537.2																				

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TABLE SHOWING ANNUAL COST PER PUPIL FOR SALARIES, SUPPLIES, REPAIRS, ETC., BASED ON AVERAGE ENROLLMENT AND ORDINARY EXPENSES AS SHOWN IN TABLE OF EXPENSES 1924-1925

SCHOOLS	Average Enrollment	Teachers' Salaries	Janitors' Salaries	Printing	Text Books and Educational Supplies	Furniture and General Supplies	Fuel	Light and Power	Water	Repairs to Buildings	Rents and Insurance	Repairs and Replacements	Food	Transportation	Libraries	Medical Supplies	Operation—Other Expenses	Maintenance—Other Expenses	Total	
DAY																				
Senior High—Standard																				
Barringer.....	1,812	\$139.86	\$6.39	\$.37	\$5.57	\$.43	\$1.07	\$1.20	\$.16	\$1.90	\$1.73	\$1.21					\$.02	\$.24	\$.01	\$160.55
East Side C. & M. T.....	1,255	186.55	13.75	.42	8.78	.54	2.20	.27	.18	2.30	1.12	1.20					.60	.48	.01	218.48
South Side.....	1,918	134.49	8.88	.42	5.78	.34	1.99	.07	.10	5.20	.73	.33					.51	.04	.01	159.06
Senior High—All Year																				
Central C. & M. T.....	2,244	172.61	10.89	.59	9.21	.57	2.34	.14	.21	1.84	1.14	.96					.25	.04	.14	201.04
Junior High—Standard																				
Madison.....	773	81.16	3.40	.09	4.42		.96	.44	.05			.10								90.63
Robert Treat.....	788	83.61	3.17	.15	4.26		.78	.49	.07			.05								92.65
Junior High—All Year																				
Cleveland.....	884	89.95	2.44	.36	5.29	.03	.92	.59	.13	.91		.02					.03			100.68
Elementary—Standard																				
Alexander Street.....	1,186	57.14	4.09	.07	2.11	.34	1.47	.32	.05	1.11	1.17	.04					.05	.13		68.11
Avon Avenue.....	1,459	63.01	4.26	.05	2.25	.16	1.31	.27	.08	1.52	1.02	.08					.08	.10	.02	74.22
Bergen Street.....	1,615	57.79	4.24	.08	1.86	.28	.55	.53	.10	3.66	1.62	.76					.10	.16		69.72
Bruce Street.....	388	57.31	3.27	.06	1.31	.47	1.61	.81	.05	3.99	2.08	.70					.05	.33		72.20
Camden Street.....	1,100	56.79	3.78	.05	2.18	.17	1.10	.20	.07	1.62	.66	.44					.06	.12		67.28
Charlton Street.....	1,461	64.70	4.62	.07	1.66	.19	1.77	.49	.08	1.07	.67	.44					.07	.16		76.21
Chestnut Street.....	683	65.86	5.00	.05	1.39	.21	1.26	.24	.12	1.44	.72	.26					.06	.30	.03	76.94
Dayton Street.....	65	65.27	14.53	.06	2.19	.46	3.53	.57	.11	10.42	14.10						27	1.42		112.94
Eighteenth Avenue.....	1,295	55.81	4.33	.07	2.31	.56	1.14	.47	.05	.87	.96	.47					.13	.15	.06	67.18
Elizabeth Avenue.....	2,49	58.79	6.83	.03	1.28	.58	1.34	.24	.11	3.68	.59	.12					.10	.52	.11	74.33
Elliot Street.....	968	72.72	5.79	.06	2.55	.53	2.01	1.27	.20	1.68	.73	.16					.09	.25		88.05
Fortieth Avenue.....	1,737	57.31	3.55	.07	1.71	.16	1.32	.29	.03	1.73	.76	.20					.06	.09		67.28
Fourth Avenue.....	1,234	56.74	3.42	.08	2.23	.19	1.04	.16	.05	.66	.57	.37					.04	.12	.05	65.39
Garfield.....	1,371	62.65	3.85	.05	2.32	.29	1.02	.80	.19	3.29	.67	.40					.04	.16	.05	75.75
Lawrence Street.....	59	87.40	31.31	.05	3.21	.01	2.41	.26	.27	2.4	6.65	.12					1.56			134.21
Lincoln.....	515	64.56	5.84	.07	2.27	.13	2.25	.06	.08	2.25	.86	.09					.08	.24		78.78
Monmouth Street.....	814	67.33	4.55	.07	2.12	.44	.67	.53	.14	.73	.71	.13					.05	.26	.01	77.75

BOARD OF EDUCATION

SCHOOLS

	Average Enrollment	Teachers' Salaries	Janitors' Salaries	Printing	Text Books and Educational Supplies	Furniture and General Supplies	Fuel	Light and Power	Water	Repairs to Buildings	Rents and Insurance	Replacements	Food	Transportation	Libraries	Medical Supplies	Operation—Other Expenses	Maintenance—Other Expenses	Total
Montgomery Street	768	67.57	4.51	.06	2.38	.23	1.64	1.01	.26	7.91	.55	.19				.03	.18	.03	86.61
Morton Street	1,531	64.62	7.88	.05	2.39	.14	1.92	.01	.01	1.13	.27	.27				.08	.13	.02	80.13
Oliver Street	1,676	58.33	3.43	.06	1.86	.18	1.04	.66	.07	2.05	.33	.20				.02	.09	.19	68.35
Ridge Street	648	70.08	5.52	.07	2.38	.15	1.41	.72	.27	1.17	.24	.08				.04	.19	.05	82.85
Roseville Avenue	388	71.28	4.60	.04	1.75	.28	1.27	.09	.10	1.33	.65	.05				.11	.31	.19	81.86
South Street	917	51.26	3.08	.04	1.87	.08	.82	.17	.11	.88	.72	.37				.04	.14	.04	59.60
South Eighth Street	1,212	68.61	4.39	.06	2.06	.25	2.07	.35	.21	3.44	.92	.31				.06	.18	.02	82.91
South Tenth Street	931	57.14	3.69	.07	2.27	.13	1.09	.44	.05	2.11	.61	.05				.05	.22	.01	67.91
Speedway Avenue	360	62.13	4.81	.04	1.36	.31	2.45	.32	.12	1.75	.10	.02				.10	.39	.01	73.93
Summer Avenue	901	60.64	3.39	.07	2.49	.17	1.09	.57	.18	2.51	.62	.16				.06	.24	.02	72.21
Summer Place	339	63.38	5.19	.08	1.71	.44	1.73	.30	.08	2.72	.67	.05				.06	.36	.06	76.70
Sussex Avenue	994	53.61	3.01	.05	2.38	.27	1.04	.49	.08	1.32	.48	.39				.04	.15	.01	64.34
Walnut Street	318	53.32	5.35	.03	1.35	.15	.92	.15	.08	1.30	.45	.81				.13	.38	.01	67.55
Washington Street	678	62.49	4.70	.05	2.12	.30	1.13	.35	.04	1.27	1.35	.07				.13	.22	.01	74.25
Waverly Avenue	701	57.46	4.24	.08	2.12	.38	1.43	.29	.16	2.28	.92	.76				.05	.19	.01	70.39
<i>Elementary—Alternating</i>																			
Ann Street	2,023	67.66	4.10	.05	2.50	.26	1.07	.84	.09	1.13	.63	.37				.04	.14	.01	78.90
Burnet Street	1,513	65.89	4.29	.06	2.93	.18	.89	.93	.15	2.83	.63	.31				.06	.12	.01	70.30
Central Avenue	1,224	71.55	5.71	.07	3.02	.37	1.41	.88	.14	2.53	.80	.90				.09	.16	.01	70.90
Franklin	1,931	64.56	3.31	.06	2.54	.21	.75	.64	.05	1.10	.96	.13				.04	.14	.01	71.51
Hawkins Street	1,294	59.62	3.95	.09	3.35	.39	1.21	1.12	.12	.93	.98	.32				.06	.13	.01	72.32
Hawthorne Avenue	2,282	54.54	2.69	.08	2.65	.14	.99	.36	.09	1.42	.36	.62				.03	.09	.01	64.07
Madison	1,142	71.32	3.64	.08	2.06	.19	1.00	.46	.05	2.42	1.08	.21				.05	.15	.01	84.04
Miller Street	1,631	67.17	3.69	.08	3.23	.16	1.16	.84	.12	2.50	.53	.81				.05	.12	.01	80.27
Peshine Avenue	1,770	57.87	3.24	.05	2.18	.18	.96	.84	.19	1.49	.77	.18				.04	.05	.01	78.80
Robert Treat	1,685	67.76	3.08	.09	2.26	.25	.78	.49	.07	2.47	1.18	.20				.05	.12	.01	77.92
South Seventeenth Street	1,590	67.21	3.35	.06	2.41	.11	.80	.30	.06	2.55	.66	.24				.05	.11	.01	77.92
Warren Street	1,135	60.52	4.62	.06	2.15	.22	1.28	.96	.13	1.70	1.10	.33				.07	.13	.01	73.32
<i>Elementary—All Year</i>																			
Belmont Avenue	1,566	70.97	4.32	.09	2.68	.23	1.57	.39	.15	1.51	.79	.35				.08	.16	.01	83.34
Newton Street	1,703	69.30	4.00	.05	2.27	.20	.91	.63	.07	1.13	.89	.21				.04	.10	.02	79.85
Webster Street	1,404	67.66	4.38	.11	2.96	.28	1.80	.60	.24	1.58	.90	.72				.09	.12	.01	80.47

Elementary—All Year Alt.

Abington Avenue	1,658	75.90	3.79	.08	3.52	.26	1.30	.58	.08	1.14	.51	.11			.03	.14		87.56
Cleveland	929	113.05	4.75	.11	2.04	.29	1.30	.85	.18	1.11	.33				.06	.24		125.90
Lafayette Street	1,951	80.00	3.28	.11	2.93	.25	.84	.85	.11	.79	.38	.22			.04	.07		89.37
McKinley	2,213	80.07	4.97	.08	2.69	.32	1.03	1.32	.23	1.01	.56	.10			.07	.17		92.63
Wilson Avenue	1,741	81.71	3.23	.08	2.54	.16	.80	.44	.12	.83	.71	.15			.07	.10		90.94
<i>Specials—Standard</i>																		
Academy Street Ungraded	21	133.34	5.71	.09	8.32					.13					.07	3.34		149.10
Chestnut Street Ungraded	39	199.92	38.74	.08	15.55	1.96	9.10	1.20	.48	4.31	5.40				.11	2.88		298.59
South Tenth Street Ungraded	17	184.27	35.97	.33	13.70	1.51	9.26	1.09	.80	.88	5.45							273.14
Abington Avenue Binet	42	164.14	7.59	.14	16.35	.30												195.56
Alveta Street Binet	81	162.38	17.55	.11	6.34	1.55	4.31	2.30	.36	6.34	1.29	1.63	2.52		.12	1.58		221.43
Coe's Place Binet	120	175.77	14.17	.11	9.95	1.55	6.44	1.97	.38	8.79	1.88				.09	1.07		233.85
Eighteenth Avenue Binet	70	154.43	8.75	.04	9.29	1.30	3.30	1.37	.15	1.50								189.81
Fifteenth Avenue Binet	37	145.75	7.53	.01	4.79	.57	2.89	.63	.06									176.31
McKinley Binet	16	106.69		.34	13.75	.42	2.21	2.85	.50									133.13
South Street Binet	17	156.48	7.56	.03	12.31	.84	2.12	.44	.29									188.33
So. Seventeenth Street Binet	37	147.47	6.56		10.39	1.2	1.64	.62	.13	.12								178.89
State Street Binet	121	175.24	14.05	.25	11.14	1.82	2.61	3.47	.13						.14	1.14		228.67
Wicklife Street Binet	83	157.11		.29	11.75	1.97	2.53	.97	.40	4.36	1.38	2.82	3.09		.03	.22		188.46
School for Deaf	81	391.01	20.86	.18	8.35	1.16	7.75	3.86	.24						.08	.46		442.36
Robert Treat Blind	7	390.01	1.46	.04	1.31	.09	3.83	2.39	.33									412.66
Washington Street Blind	13	409.16	17.52	.28	2.24	.07	6.53	.96	.21						.16			478.83
Eighteenth Ave. Sight Con.	15	165.43	11.54	.18	23.99		3.98	1.28	.14									205.64
Webster St. Sight Con.	14	184.23		.19	25.81		4.75	1.58	.63									217.20
Franklin Crippled Cl.	33	83.13			1.40		.43	1.33	1.05									84.55
Ann Street Open Air	28	91.75	4.79				.07	1.91	.42	.04								134.43
Fifteenth Avenue Open Air	28	92.39	4.97		.17			.42	.04									117.95
Montgomery St. Open Air	24	116.41	5.77		.67			1.76										149.15
Morton Street Open Air	29	90.40	9.34			.06		2.47	.36									123.41
<i>Specials—All Year</i>																		
Crippled Children	98	31.01	8.11	.06	9.62	3.54	2.00	.21	.10	.31	5.32	.47	.83	245.17				307.43
Newton Street Crippled Cl.	34	61.38		.10	10.21										.10			71.69
Elizabeth Avenue Open Air	43	126.44	55.57	.07	1.12	4.37	5.86	1.94	.29	13.37	3.42	.09	58.92	17.58	.83	2.14		292.03
Lafayette St. Open Air	29	87.49	3.81		.15	.16	1.03	1.04	.13								.06	122.08
<i>Vocational</i>																		
Girls'	310	62.94	3.16	.79	18.17	.33	1.54	1.05	.06	.93	1.44	.26			.07	.39		74.85
Boys'	500	79.12	21.32	.16	9.51	.87	4.25	.80	.19	2.87	.34	.46			.01	.29		120.22
Building Trades	48	62.91		.13	13.42	1.52	1.59	1.08		2.81	1.04	.22				.39		85.13
<i>Continuation</i>																		
Boys'	195	145.67	19.74	1.07	17.21	1.44	6.41	5.29	.53	10.72	2.98	10.12			.15	1.08	.03	222.98
Girls'	228	123.15	7.71	1.38	4.66	1.77	3.11	3.59	.31	1.28	1.59	.36			.10	.36	.13	149.49

SCHOOLS	Average Enrollment	Teachers' Salaries	Janitors' Salaries	Printing	Text Books and Educational Supplies	Furniture and General Supplies	Fuel	Light and Power	Water	Repairs to Buildings	Rents and Insurance	Repairs and Replacements	Food	Transportation	Libraries	Medical Supplies	(Operation—Other Expenses	Maintenance—Other Expenses	Total
SUMMER																			
Senior High																			
Barringer.....	1,043	8.22		.05	.33				.02			.02							8.67
South Side.....	865	7.53	.17	.06	.35				.02										8.14
Junior High																			
Robert Treat.....	179	6.28	.63																6.92
Elementary																			
Alexander Street.....	402	3.47	.17	.02	.13				.01										3.81
Ann Street.....	935	3.09	.14	.01	.22				.02										3.49
Avon Avenue.....	810	3.56	.16	.02	.14				.01										3.90
Bergen Street.....	460	4.13	.19	.01	.04				.03										4.43
Burnet Street.....	509	3.15	.22	.02	.17				.04										3.61
Camden Street.....	616	3.22	.21	.01	.27				.01										3.73
Central Avenue.....	654	2.98	.22	.02	.14				.02										3.40
Charlton Street.....	458	3.77	.18	.03	.20				.02										4.21
Eighteenth Avenue.....	439	3.68	.28	.03	.21				.02										4.23
Elliott Street.....	388	3.52	.23	.02	.22				.05										4.06
Fifteenth Avenue.....	514	3.34	.16	.02	.17														3.71
Fourteenth Avenue.....	741	3.25	.17	.02	.23														3.60
Franklin.....	895	3.29	.16	.02	.15				.01										3.65
Hawthorne Avenue.....	732	3.48	.15	.02	.12				.02										3.80
South Market Street.....	241	3.88	.21	.04	.30														4.41
Miller Street.....	351	3.39	.17	.02	.30				.05										3.95
Monmouth Street.....	419	3.64	.17	.02	.25				.08										4.10
Morton Street.....	490	3.22		.02	.16				.02										3.49
Oliver Street.....	535	3.07	.17	.02	.14				.03										3.43
Robert Treat.....	414	3.71		.03	.18				.06										3.98
South Eighth Street.....	429	3.05	.15	.01	.20				.02										3.48
South Seventeenth Street.....	510	2.82	.13	.02	.12				.02										3.11
Sussex Avenue.....	297	4.43	.30	.03	.20				.02										4.99
Warren Street.....	438	3.45	.17	.01	.18							.01							3.62

FINANCIAL REPORT

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EVENING

High

Barringer Gym.	421	17.46	.55	.07	3.32	.29	.27	.05												22.02
Bergen Street.	952	16.75	.43	.03	1.41	.62	.04	.06												19.33
Central C. & M. T.	560	14.82	.33	.07	3.33	.14	.49	.06	.04											19.20
Franklin	264	16.53	.39	.06	1.73	.06	.56	.48	.04											19.86
Morton Street	221	18.67	1.17	.05	1.69	.08	1.82	.26												23.75
Robert Treat	402	19.73	.56	.05	1.86	.14	.66	.41	.06											23.47

Elementary

Abington Avenue.	129	16.80	1.00	.16	2.43	.18	2.22	.99	.13											23.95
Bergen Street.	219	19.28	.53	.04	.47	.65	.63	.12												21.74
Central Avenue.	235	16.21	.75	.04	.10	.31	1.17	.73	.11											19.44
Cleveland	319	17.00	.98	.05	.09	.38	.84	.55	.12											20.04
East Side	95	16.01	.37	.03	.23	.46	.66	.57	.38											22.28
Franklin	252	15.45	.72	.14	.94	.07	.94	.80	.06											19.15
Lafayette Street	370	15.80	.62	.34	.25	.09	.60	.61	.08											18.41
Morton Street	289	15.44	.52	.06	.19	.16	.67	.24												18.13
Robert Treat	163	16.24	.48	.02	.21	.24	1.94	1.21	.17											20.52
South Tenth Street	152	19.15	1.08	.21	.41	.09	1.07	.43	.05											22.50

Boys' Vocational

Boys'	395	12.34	.68		2.64		1.09	.20	.05											17.00
Fawcett	1,136	34.35	1.46	.28	1.48	.33	.59	1.30	.03	.74	.29	.12							.18	41.14

Special

School for Deaf	14	52.71																		52.71
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Special Activities

Summer Playgrounds	6,048	1.54	.15		.69	.01			.05	.10	.28									2.84
All Year Playgrounds.																				
Att. School Playgrounds.																				
Evening Playgrounds																				
Social Centers.																				
Americanization Classes																				
Physical Training Field	221		.16		.21														.37	

SUMMARY

Day

Senior High—Standard	4,985	149.55	9.20	.40	29.94	.43	1.71	.53	.14	3.27	1.19	.87	.48	.04	.27	.01				174.56
Senior High—All Year	2,244	172.66	10.90	.59	9.21	.58	2.36	.14	.21	1.84	1.14	.96	.25	.03	.14	.03				201.04
Junior High—Standard	1,561	82.40	3.29	.12	19.33	.03	.87	.47	.06			.08								91.65
Junior High—All Year	884	89.95	2.44	.37	5.30	.03	.91	.59	.13	.91	.02	.91	.03							100.68
Elementary—Standard	28,561	61.08	4.48	.06	2.08	.26	1.32	.43	.12	1.95	.85	.29	.06	.18	.02					73.11

BOARD OF EDUCATION

SCHOOLS	Average Enrollment	Teachers' Salaries	Janitors' Salaries	Printing	Text Books and Educational Supplies	Furniture and General Supplies	Fuel	Light and Power	Water	Repairs to Buildings	Rents and Insurance	Repairs and Replacements	Food	Transportation	Libraries	Medical Supplies	Operation—Other Expenses	Maintenance—Other Expenses	Total
Elementary—Alternating	19,220	64.19	3.72	.07	2.61	.21	1.00	.68	.10	1.87	.78	.44				.04	.12	.01	75.85
Elementary—All Year	4,673	69.37	4.22	.08	2.62	.23	1.40	.54	.15	1.09	.86	.41				.07	.13	.01	81.20
Elementary—All Year Alt.	8,492	83.20	3.97	.09	2.81	.25	1.02	.83	.15	1.01	.60	.16				.05	.14	.02	94.32
Specials—Standard	973	198.96	15.02	.15	9.54	1.12	4.76	2.03	.43	2.92	1.19	1.18		9.87	2.26	.08	.77	.07	250.33
Specials—All Year	204	105.56	18.12	.07	7.61	2.90	3.53	.98	.25	2.97	3.28	.73		18.26	121.48	.22	.75	.06	286.77
Vocational—Standard	310	62.94	3.16	.79	1.82	.33	1.54	1.05	.06	.93	1.45	.26				.04	.39		74.85
Vocational—All Year	548	77.71	19.46	.16	9.84	.92	4.02	.83	.17	2.87	.39	.44				.01	.30		117.14
Continuation	423	133.53	13.26	1.24	10.45	1.62	4.63	4.37	.41	5.64	2.23	4.86				.13	.69	.09	183.38
Summer																			
Senior High	1,908	7.91	.08	.06	.34				.02			.01							8.43
Junior High	179	6.29	.63																6.92
Elementary	12,677	3.38	.17	.02	.18				.02										3.78
Evening																			
High	2,826	17.03	.50	.05	2.20	.06	.78	.32	.09										21.04
Elementary	2,223	16.61	.71	.12	.35	.14	1.28	.61	.13										20.05
Vocational	1,531	45.13	1.68	.21	1.78	.24	1.44	1.22	.10	.55	.21	.09					.13		51.80
Specials	14	52.71																	52.80
Miscellaneous																			
Special Activities	6,269	8.92	1.42	.02	.91		.01		.06	.40		.36					.03		12.16

FINANCIAL STATISTICS

EXPENSES FOR EDUCATIONAL SUPPLIES SHOWING TOTAL COST AND AVERAGE RATE PER PUPIL BASED ON AVERAGE ENROLLMENT FOR THE YEAR 1932-33

SCHOOLS	Average Enrollment 1932-33	Text Books and Apparatus		Stationery		Paper		Laboratory Supplies		Miscellaneous		Domestic Science		Domestic Art		Miscellaneous		Wood Working		Printing		Printing Supplies		Science Supplies		Machine Shop Supplies		Metal Working		Fluorescent Lamp Supplies		Totals			
		Cost	Rate	Cost	Rate	Cost	Rate	Cost	Rate	Cost	Rate	Cost	Rate	Cost	Rate	Cost	Rate	Cost	Rate	Cost	Rate	Cost	Rate	Cost	Rate	Cost	Rate	Cost	Rate	Cost	Rate				
DAY																																			
Barnhart	1,812	\$2,710.17	\$1.50	\$71.90	\$0.04	\$1,251.50	\$0.69	\$151.61	\$0.08	\$1,106.11	\$0.61	\$144.78	\$0.08	\$21.48	\$0.01	\$600.80	\$0.33	\$603.04	\$0.33	\$671.60	\$0.37			\$34.57	\$0.02							\$10,376.84	\$5.74		
Central C. & M. T.	1,255	\$2,002.42	\$1.59	\$25.75	\$0.02	\$1,172.76	\$0.94	\$160.91	\$0.13	\$1,001.11	\$0.80	\$174.63	\$0.14	\$3.01	\$0.00	\$64.04	\$0.05	\$1,125.51	\$0.90	\$22.36	\$0.02					\$98.30	\$0.08	\$518.80	\$0.41			\$1,543.91	\$0.20		
South Side	1,918	\$2,002.42	\$1.04	\$6.11	\$0.00	\$27.96	\$0.01			\$1,008.58	\$0.53	\$165.10	\$0.09			\$65.08	\$0.03															\$1,080.25	\$0.56		
Junior High—All Year																																			
Central C. & M. T.	2,244	\$1,286.65	\$0.57	\$261.24	\$0.11	\$1,015.45	\$0.45	\$450.70	\$0.20	\$3,697.62	\$1.65	\$218.34	\$0.10	\$71.68	\$0.03	\$710.64	\$0.32	\$1,967.80	\$0.88	\$141.21	\$0.06					\$30.83	\$0.15	\$603.10	\$0.27			\$7,188.14	\$0.32		
Junior High—Standard																																			
Madison	773	\$2,002.42	\$2.71	\$100.12	\$0.13	\$400.42	\$0.52			\$370.74	\$0.48	\$186.88	\$0.24	\$73.01	\$0.09	\$101.00	\$0.13			\$20.89	\$0.03											\$3,687.83	\$4.81		
Robert Treat	773	\$1,088.61	\$1.41	\$178.30	\$0.23	\$490.30	\$0.63			\$173.03	\$0.22					\$229.28	\$0.29																\$3,676.41	\$4.81	
Junior High—All Year																																			
Cleveland	884	\$3,284.19	\$3.73	\$81.17	\$0.09	\$307.55	\$0.35			\$499.07	\$0.56	\$245.02	\$0.28	\$359.09	\$0.40	\$188.57	\$0.21	\$164.44	\$0.19	\$177.05	\$0.20					\$30.04	\$0.04					\$5,009.10	\$5.66		
Elementary—Standard																																			
Alexander Street	1,186	\$601.81	\$0.51	\$238.02	\$0.20	\$361.01	\$0.31			\$350.02	\$0.29	\$64.95	\$0.05	\$119.02	\$0.10	\$127.57	\$0.11	\$278.60	\$0.24	\$73.05	\$0.06												\$3,390.45	\$2.84	
Ann Street	1,579	\$1,431.31	\$0.91	\$195.52	\$0.12	\$357.90	\$0.24			\$302.60	\$0.19	\$107.67	\$0.07	\$120.84	\$0.08	\$127.12	\$0.08	\$81.13	\$0.05	\$77.88	\$0.05												\$3,370.43	\$2.11	
Barnhart	1,100	\$1,173.55	\$1.06	\$24.00	\$0.02	\$125.51	\$0.11			\$100.00	\$0.09	\$13.54	\$0.01			\$13.54	\$0.01	\$444.41	\$0.40	\$69.79	\$0.06												\$3,144.41	\$2.81	
Barnhart	1,080	\$1,173.55	\$1.06	\$24.00	\$0.02	\$125.51	\$0.11			\$100.00	\$0.09	\$13.54	\$0.01			\$13.54	\$0.01	\$444.41	\$0.40	\$69.79	\$0.06													\$3,144.41	\$2.81
Central Avenue	1,481	\$906.20	\$0.61	\$137.42	\$0.09	\$394.03	\$0.27			\$213.25	\$0.15	\$60.90	\$0.04			\$59.54	\$0.04	\$107.98	\$0.07	\$33.75	\$0.03													\$2,840.01	\$1.93
Central Avenue	1,481	\$906.20	\$0.61	\$137.42	\$0.09	\$394.03	\$0.27			\$213.25	\$0.15	\$60.90	\$0.04			\$59.54	\$0.04	\$107.98	\$0.07	\$33.75	\$0.03													\$2,840.01	\$1.93
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Sixty-seventh, Sixty-eighth, and Sixty-ninth
Annual Reports of the
Superintendent of Schools

*To the Honorable, the Board of Education
of the City of Newark, N. J.*

MEMBERS OF THE BOARD: The combined sixty-seventh, sixty-eighth and sixty-ninth annual reports of the public schools of the City of Newark are herewith submitted, the statistical tables being for the fiscal years ending June 30, 1923, June 30, 1924, and June 30, 1925. At the beginning of the period covered by these reports a new Board of Education was inducted into office, the Legislature of New Jersey having changed the law in reference to the time for the beginning of the terms of office of members of boards of education in cities of the first class.

Education is a function of the state and not of the municipality. The mayor of the city appoints members of the Board of Education, and two city commissioners with the mayor serve on the Board of School Estimate, which Board determines the amount of money to be expended for buildings and sites and for current expenses. While the state is the sovereign power in matters educational the municipality, or local authority, has tremendous and decisive influence in financing the schools. The current expense account for 1924-1925 is \$8,129,193.52.

1. **SCHOOL ORGANIZATION.** The Superintendent of Schools and his staff realize that a great and important interest is in their hands. Their work requires insight in educational matters, calls for courage, devotion to American ideals, and for intelligent understanding of the purpose of education. Their efforts are seconded in a cooperative spirit by the officers connected with the school system in order that the great cause of educating children may be the dominant motive in all business and educational activities. To show the organization working to accomplish this purpose a chart has been prepared. (See chart facing page 40.)

There have been changes in the Superintendent's staff during the period covered by the reports. Miss Mabel J. Chase, an efficient and popular supervisor of art, retired and was succeeded by Miss Marguerite Marquart; Miss Charlotte E. Barton was appointed assistant supervisor of penmanship; Miss Sallie G. McDowell, an assistant supervisor of domestic art; Mrs. Leila F. Payton, an assistant supervisor of art; Miss Lillie J. Geisser, assistant supervisor of platoon schools. Each appointee came to her work, having had excellent training and satisfactory experience. On June 10, 1925, Mr. Hugo B. Froehlich, director of manual arts, died, after eleven and a half years of distinguished service. Mr. Froehlich was an outstanding national

figure in his field of work. His influence on the manual arts in the schools of Newark will long be felt. His death was followed by a readjustment of positions in the supervisory corps, and the discontinuance of the position of director of manual arts.

2. **BUILDING PROGRAM.** The physical plant of the school system vies in size with great institutions that command public respect when their magnitude is remembered, even without consideration of their work and influence. There are seventy buildings, which together with the sites, playgrounds, and athletic field constitute a big institution. If seen together on one campus they would inspire wonder and admiration for the great cause they represent. The buildings are modern with a few exceptions, and are in fair to good condition, well equipped. The property is estimated to be worth approximately twenty million dollars.

The school bond issues for permanent improvements within the last ten years have been:

February, 1914.....	\$ 976,000.00
August, 1914.....	500,000.00
December, 1915.....	1,019,000.00
October, 1920.....	500,000.00
August, 1921.....	1,800,000.00
April, 1922.....	500,000.00
April, 1923.....	1,000,000.00
October, 1923.....	1,100,000.00
December, 1924.....	600,000.00
Total.....	\$7,995,000.00

In working out the five-year building program now nearly completed (see Sixty-fifth and Sixty-sixth Annual Report), additions to Charlton Street, Eighteenth Avenue, Elliott Street, Abington Avenue, Ann Street, Oliver Street, Webster Street, and Hawkins Street buildings have been made. The addition to Wilson Avenue, the new school in the Weequahic district known as the Maple Avenue School, and the School for Crippled Children will be completed and occupied in September, 1925. The projects still incomplete, but under way, include the building of the West Side High School, a building for Academy Street Ungraded School, and additions to Lincoln School and to the East Side High School.

The erection of the West Side High School and the addition to the East Side High School will not afford sufficient accommodations for the increasing high school enrollment. When these two buildings are ready the excess of pupils in the high schools will have become so large that conditions will not be greatly changed from what they now are, although we will then have five senior high schools. Permanent relief should not come through the erection of more senior high schools but of junior high schools.

A standard junior high school is one organized with seventh, eighth, and ninth grades. Children of the age-groups found in the grades

SCHOOL ORGANIZATION

NEWARK-N. J.-1925

BOARD OF EDUCATION

9 MEMBERS - 5 STANDING COMMITTEES
 SECRETARY - ASSISTANT SECRETARY
 7 CLERKS - 2 STENOGRAPHERS
 COUNSEL

SUPERINTENDENT OF SCHOOLS

EXECUTIVE SECRETARY
 6 CLERKS - 15 STENOGRAPHERS

BOARD OF EXAMINERS
 SUPERINTENDENT OF SCHOOLS
 AND 6 MEMBERS

BUSINESS MANAGER

1 BUILDING INSPECTOR - 2 DRIVERS - 1 CHAUFFEUR
 77 MECHANICS - BUILDERS ETC. - 5 CLERKS
 4 STENOGRAPHERS

SUPT. OF SUPPLIES - ASST. SUPT. OF SUPPLIES
 SUPERVISOR OF EQUIPMENT - 2 DRIVERS
 17 CLERKS - 3 STENOGRAPHERS

ASST. SUPERINTENDENT

SENIOR HIGH SCHOOLS

JUNIOR HIGH SCHOOLS

DEPARTMENT OF CREDENTIALS

SPECIAL SCHOOLS FOR DEAF
 DEAF-BLIND REGULAR INSTRUCTORS

DIRECTOR OF ART

SUPERVISOR OF MANUAL TRAINING
 GRAMMAR GRADES

ASST. SUPER.

ASST. SUPER.

ASST. SUPER.

ASST. SUPER.

ASST. SUPER.

ASST. SUPER.

ASST. SUPER.

ASST. SUPER.

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ASST. SUPER.

ASST. SUPER.

ASST. SUPER.

DEPARTMENT OF MEDICAL INSPECTION

SUPERVISOR - ASSISTANT SUPERVISOR
 SUPER. OF NUTRITION CLASSES - 4 ASSISTANTS
 1 SANITARY INSPECTOR
 3 CLERKS - 5 STENOGRAPHERS
 11 PHYSICIANS - 1 DENTIST - 43 NURSES
 1 OPHTHALMOLOGIST - 1 DENTAL HYGIENIST
 1 PSYCHOLOGIST - 2 ASSISTANTS

DEPARTMENT OF ATTENDANCE

SUPERVISOR - ASSISTANT SUPERVISOR
 2 CLERKS - 3 STENOGRAPHERS
 28 ATTENDANCE OFFICERS

ELEMENTARY SCHOOLS - 1759 TEACHERS
 JUNIOR HIGH SCHOOLS - 70 TEACHERS
 SENIOR HIGH SCHOOLS - 299 TEACHERS
 SPECIAL SCHOOLS - 109 TEACHERS

SUMMER SCHOOLS - 510 TEACHERS
 EVENING SCHOOLS - 298 TEACHERS
 PLAYGROUNDS - 197 TEACHERS
 SOCIAL CENTERS - 39 TEACHERS

86 JANITORS

named require different treatment from those older or younger than they. The junior high school aims to meet the need in its organization, management, activities, and interests. It should be in a building of its own and not be housed in a building with either older or younger pupils.

The seventh and eighth grades in many grammar schools are small, oftentimes requiring two grades in one room. Many pupils do not survive in their school careers to be in these grades in the same numbers as in lower grades. The efficiency of the school is lessened, for it is impossible to teach all of the courses of study to two grades in the time allotted. Whole sections of work are omitted and there is consequent dissatisfaction with the results. To bring these upper classes together from several schools into one central school would remove the objection described. To these upper classes from a number of grammar schools the ninth grade of the senior high school of the section should be added. Such a plan would release the classrooms of the grammar schools for lower grades and one whole grade would be removed from the senior high school, thus giving the desired relief. Five junior high schools will be needed in Newark within the next few years.

One such school should be erected in the immediate future in the southern section of the city. It would be filled by pupils from the Maple Avenue, Hawthorne Avenue, Peshine Avenue, and Bergen Street school districts, thus reducing the flow of the ninth grade pupils into the South Side High School. If in existence today the junior high school would have an enrollment of approximately fifteen hundred pupils. Provision would thus be made for the growth of the elementary school population in the districts mentioned. Otherwise, there will need to be additions made to these several schools. This junior high school will relieve the crowded conditions at South Side High, where there are more than two thousand pupils in a building originally intended for twelve hundred.

The present junior high schools hold their pupils to the end of the ninth year. That alone justifies them. One notable and regrettable fact connected with the senior high schools is the failure and elimination of so many pupils in the ninth year. These pupils leave the school with the sense of failure and disapproval and consequent discouragement. In the junior high school they succeed and if unable to continue to the senior school they leave with the joy of successful achievement as far as they have gone in their school career.

The seventh and eighth grades in elementary schools are now taught under the departmental plan. The transition to the junior high school scheme of organization will therefore not be a shock to the children. The immediate future is an opportune time to make the adjustment inasmuch as the opening of the West Side High School will cause the transfer of a number of teachers thereto and additional junior high

school teachers should be appointed rather than teachers for senior high schools. The changes will facilitate the reorganization of the schools upon the 6-3-3 plan.

For the inauguration of the alternating or platoon plan of school organization, it was necessary in many cases to adapt old buildings to the new scheme plan or organization. This was successfully done by making playrooms in courts or by the removal of partitions between classrooms. Regular classrooms have been used for drawing, music, and science rooms by the introduction of the proper equipment. Auditoriums, gymnasiums, and shops have been included in the additions made to the old buildings. All recent additions to buildings have been planned with the platoon organization in mind. There is a genuine satisfaction in the solution made of the problem.

3. ALTERNATING OR PLATOON SCHOOLS. Five more schools were placed upon the alternating or platoon plan in September, 1924, making in all seventeen of these schools in the Newark system. The new ones are the Warren Street, Hawkins Street, Burnet Street, Peshine Avenue, and Hawthorne Avenue Schools. Each has twenty-four classes on the platoon plan. All, except Warren Street, have other classes in the same building on the traditional plan. Hawthorne Avenue School has not only twenty-four classes on the plan, but thirty classes on the traditional plan, twenty-four of them on half time. There are three portable buildings at this school. The school cannot be made a forty-eight-room platoon school without extensive changes in the building. The junior high school recommended for the southern section of the city is designed to relieve this and schools in the adjacent districts. The Warren Street School has classes from 1B to 6A, inclusive, platooned. This school is particularly interesting because the experiment conducted there is designed to answer many questions, one of which is whether first and second year children may with profit be taught under this form of organization. There is some discussion about the matter and there are irresponsible remarks made at times by those who do not favor the plan. These adverse remarks are mere opinions or surmises without adequate basis to justify them. The *activity* classes in Warren Street School are in rooms near each other thereby reducing or eliminating confusion in changing from one room to another. The *home* teacher has the children three hours per day; the play teacher, the auditorium teacher, the art, the music, the nature study, and the literature teachers have such interesting programs that there seems to be no disadvantage in the plan. The testimony of the principal and teachers is that the children have acquired self-control and self-respect, that the passing from room to room prevents fatigue, that the children are happy.

Many sincere people become upset over any change in the established order of things. Their opposition is due to natural inertia and to an inherent objection to the pioneer spirit and to pioneer projects. If such people had controlled affairs there would have been no aircraft,

no modern inventions, no science, no social adjustments. Fortunately they do not control, but serve only to warn. Such people fear the alternating or platoon plan of school organization. They are constantly urging that its faults are great and that there should be no change from the old order. The traditional school with all its faults is more acceptable to them. The friends of the platoon school do not claim perfection for these schools. They do claim that the modern program of studies with its social ideals cannot be satisfactorily taught in the traditional schools. They believe that a new type of school organization is needed to take the place of the old, as the automobile has taken the place of the oxcart.

4. SUMMER SCHOOLS AND PLAYGROUNDS. The summer schools of Newark were the first in the country, having been established in 1885 chiefly for the purpose of taking children off the streets of the city. The work done during the first years was largely of the occupational recreational character, the assumption being that in hot weather application to study was unreasonable and not to be expected. While some academic subjects were taught no serious attempt was made to do more than relieve parents of the care of their children and to provide instruction that would not cause undue fatigue. Playgrounds were provided at a later date to take over part of the program.

The summer elementary schools are open in the morning, having a session three hours long from 8:30 to 11:30 a. m. to avoid the heat of the day and to allow children to be on the playgrounds from 1:00 to 5:00 p. m. where they may have occupational work in making various articles of interest to them, or, if they prefer, quiet games in cool courts or rooms or games in the open air. The summer high schools are open four hours to enable pupils to make up conditions or to get advanced credit for one new subject. These summer or vacation schools must not be confused with all-year schools which are open all day during the summer months as in the winter months.

All the classes in summer schools are "coaching", or, as they are commonly called, promotion classes. The manual activities have given place to this serious work of having children redeem their failures or of doing advanced work under prescribed conditions. Because of this, classes are maintained at full size throughout the session and all effort is concentrated on the purpose in mind. The organization of the schools is compact and well co-ordinated. The children are intent on their work and earnest in their efforts. It is an exceptional day when the weather is so warm as to cause either the children or teachers to lag or merely fill in time. The schools are thus giving useful service inasmuch as a large number of children are, after a summer's extra drill and instruction, able to obtain the promotion denied in June, or to remove the condition required for promotion, or to advance a grade.

The summer school attempts to serve preeminently the pupils who have failed of promotion. If denied promotion in June they may

have six weeks of coaching in the major or essential subjects of English, arithmetic, geography, and history. Promotion is based upon these subjects and the opportunity for this supplementary drill is given to all pupils in grades 1 to 8 inclusive. During the summer of 1924 the statistics for these schools show a commendable service to the children of the city. (See page 159.)

Pupils who do the advanced work in summer schools are those who are classified as bright and who have done outstanding work during the term in their respective grades. They must be recommended by the principals of the several schools to be enrolled for advanced work. The health, ability, and maturity of the pupils must justify the recommendation. The children are checked up at the end of the subsequent grade to determine how they have profited by the privilege. By way of illustration of the plan, the following table shows the check-up on the promotions of the schools of the summer of 1924:

SUPPLEMENTARY REPORT OF SUMMER SCHOOL PROMOTIONS AT END
OF NEXT SCHOOL TERM

Grade	Recommendations honored	Recommendations not honored	Failed in June— promoted in Sept. on recommendation of summer school teacher	Sustained themselves and were promoted February 1925	Skipped a grade in September on recom- mendation of summer school teachers	Skipped a grade and sustained themselves and were promoted in February 1925
8A	141	----	85	68	56	41
8B	113	----	58	30	55	48
7A	105	3	57	34	48	44
7B	127	----	70	46	57	47
6A	88	1	45	29	43	40
6B	97	3	51	42	46	32
5A	84	1	34	22	50	39
5B	107	14	30	29	77	65
4A	91	8	43	33	48	43
4B	103	----	46	40	57	52
3A	95	----	32	23	63	57
3B	54	4	21	20	33	31
2A	25	14	8	8	17	16
2B	27	2	10	9	17	17
1A	5	----	5	3	----	----
1B	1	----	1	----	----	----
Total	1263	50	596	436	667	572

"Grade" as used here, refers to the grade to which pupils were promoted as a result of summer school effort.

The children who skipped a grade have the ability to work under any circumstances. In the case of less able children this plan of doing advanced work would not be acceptable, for, it is true, a child of just ordinary ability needs time to absorb, to classify, to ripen his knowledge. Disaster sooner or later overtakes a child of this type,

if the educational process is accelerated. It is different, within reasonable limits, for the bright or capable child. Even with him, however, time is an element in his development and success and acceleration must not be too rapid. The statistics quoted show that the work of the summer schools is worth while.

The playgrounds offer an excellent program of recreational activities to the children and young people of the city. There are the all-year, the after-school, and the summer playgrounds. The system has been somewhat expanded within the last two years, but is not yet wholly adequate for the city. The yards are greatly in need of grading and surfacing and fences need attention. The work of improving the physical conditions proceeds very slowly, too slowly to be satisfactory. Several of the yards are wholly inadequate in size. Equipment is rarely available when the summer grounds open for the season. This condition is chronic but it can and should be remedied. Notwithstanding all these discouraging features, there has been improvement in usefulness and in extended service.

The change of organization in the playgrounds has proved an advantage. There is on each ground now one director in full charge, instead of one for each sex. We have sought to keep the same director for each ground for as many terms as he can be retained. This gives a continuity of policy, and increases the influence of the director with the children and the people of the neighborhood. There are assigned as many assistants as may be necessary and, they, too, are usually the same persons. A few years ago more assistants were assigned than now, and they played with the children. The purpose now is to keep the children at play under play leaders. The assistants, like good teachers, attempt to have the children assume responsibility and do the playing, their efforts being confined to suggestion, organization, management, and general control.

Great interest has been aroused by competitive sports between teams from the different playgrounds. The events are managed with good judgment and skill and are productive of good. Efforts are unremitting to develop a spirit of good sportsmanship. Years ago great stress was laid upon the number in attendance at the various yards; now, it is upon the program of play and the general activity and spirit manifested by the children in their games and sports. There is more free play, less formal dictation. Calisthenic drills have been abandoned, dancing is limited to the yards where the demand justifies it, and no time is occupied in preparation for spectacular affairs. Play, play, play is the slogan. The supervisors, directors, and teachers have entered heartily into the new policy and have made it a success.

5. SOCIAL CENTERS. The number of social centers has been increased and there is general satisfaction in their management and success. Some are managed more wisely and more economically than others, but such differences are common in all enterprises. One feature

of special interest is the club activity in the various centers. These clubs serve the purpose of arousing the interest of the young people. The enthusiasm of their members is of the permanent and not the temporary type. They have influenced many for good. It is a pleasure to commend them.

6. **EVENING SCHOOLS.** There have recently been some notable changes in the evening schools. After a careful survey the number was reduced by the discontinuance of three schools—Abington Avenue, Wilson Avenue, and Oliver Street—where there were relatively small classes. The pupils of the two last named were cared for in the Lafayette Street School and in the East Side High School. Manual training, sewing, and cooking were discontinued in all elementary schools, for there ceased to be a demand for the work. Such action was taken because the raising of the age of compulsory attendance to sixteen and the establishment of the continuation schools removed children from the evening schools. Further, as economical measures the gymnasium classes formerly maintained in some of the high schools were abolished and the number of pupils per class was increased. This latter measure caused a considerable number of classes to be consolidated during the term following its adoption. These measures strengthened the evening schools.

The evening schools are now schools for adults and their greatest service is rendered in teaching English, civics, and Americanism to those employed during the day. They will not attend unless they feel it is worthwhile, hence special skill is required on the part of the teacher. Only teachers whose record is "good" in the day schools and specially licensed teachers are appointed, thus insuring an able body of instructors. Besides the work here suggested there is another type of work rendered by the evening schools in the study classes established for day school pupils whose home conditions are unfavorable for study. Follow-up work has been done by the instructors and the percentages of successful work have been gratifying.

Mr. Alexander J. Glennie, Supervisor of Evening Schools, in a survey of the schools, says:

As a whole the year has been prosperous. There has been a larger enrollment and larger attendance than in recent years. The evening school body is a large and creditable body of citizenry and about-to-be citizenry, where order, decorum, and good work are the rule.

Popular attention directed toward immigration has already found expression in a new immigration law. Popular interest is showing itself in new manifestations of concern over what we are doing for the foreigners who are already with us, as well as over those who are to come. The school year just completed has given evidence of the quickening of public interest in the Americanization of the non-English speaking adults. There is a better understanding of what the evening schools are doing for these people, and an appreciation that the evening schools are the main dependence of the social body in getting this necessary work done. Better cooperation is in sight. A wise and progressive move was made when the regular evening school year for

the adult foreign classes was lengthened two months as a definite policy.

The Fawcett School of Industrial Arts is an institution of which Newark ought to be proud. The variety and excellence of its work, and the quality of the students it attracts and holds makes it a notable feature of our educational system. The majority of the students are evening students. During this last year the number of students has surpassed the enrollment of any previous year, and the attendance has been better. So great is the body of students, and so inadequate are the provisions for housing them that it seems imperative that something be done for this nationally known school in the way of a suitable building. Its field of activity fits so admirably into the life of the city in which it is located that it is deservedly popular.

The greatest weakness of the evening schools is irregular attendance and lack of persistent effort. The schools open in October with a large number of pupils who enter with the high purpose to improve themselves. They do not apply themselves and soon drop out. The opportunity is there but they lack the resolute will and necessary application. This affects not only themselves but those who remain, for classes differing in grade must be consolidated. Less efficient work is likely to be done, for the remaining pupils differ in attainments and ability. Some teachers aim to remedy this condition by home visits and personal influence. While good results often follow such a course, some more widely effective remedy is needed. The payment of tuition has been suggested, but this is not acceptable. Some other remedy must be found to right the irregular attendance and lack of persistent effort.

The great need of the evening schools is an incentive. Pupils do not persist because there is no immediate goal, the one for general self-improvement is too far removed to be steadily impelling. The need may be met by the establishment of an evening high school organized and managed as a day high school, giving credit for admission to professional schools on the same basis as the day high school gives credit. The work of the evening high school would then be accredited in the public mind and pupils would apply themselves and would work systematically for several years to secure the diploma. The success of correspondence schools and of all kinds of schemes for providing education for those who have been deprived of the opportunity for it is evidence of the craving of many persons. Not only such persons but many with irregular academic records who desire to enter professional schools would welcome a night high school conducted on terms identical with the day high school. Such a school would motivate the work of the evening elementary schools, for pupils therein would have the incentive to prepare for the high school. Such a plan as here outlined would make the night schools as useful as the day schools, but for older, or adult, pupils.

For three successive years the recommendation for such a school has been made at the time the budget was under consideration. Of course to run such a school as proposed, additional funds will be necessary.

The cost is justified inasmuch as schools now yielding returns meagre and scattered and inadequate in relation to effort and money expended will become better organized, better systematized, better attended, better appreciated. Instead of being merely incidental and unimportant, they will become permanent and really effective in their service.

7. THE VOCATIONAL SCHOOLS. About ten years ago there was considerable discussion as to the advisability of creating separate boards of education in the State of New Jersey to take charge of vocational education. When the bill then pending in the Legislature became law it provided:

(a) That the Board of Education of any school district in the state may establish and maintain vocational schools.

(b) That two or more school districts may, as they may form union schools, establish and maintain vocational schools.

(c) That "there may be established and maintained in any county in this state an industrial, agricultural or household arts school to be known as the Vocational School in the County of

In Essex County there is a County Vocational Board of Education. During the decade it has been in existence it has built up a vocational school for boys, with an estimated enrollment of 120 pupils. It has a school for girls, with an estimated enrollment of 30 pupils. It operates vocational classes for the teaching of sewing, millinery, and dress-making to adults in several centers, one of which is Newark. There are four such classes in Newark—one at the Lincoln School and three at the Ridge Street School. Newark did not feel justified in maintaining daytime classes in these neighborhoods where the prosperous live, because of the pressure to save money to maintain schools for children. Classes of this kind are maintained by the Newark Board of Education in the evening schools. Newark consented to supply the rooms for the day classes but the county supplies the teachers. Newark pays, through county taxes, approximately 70% of their salaries. These and other like classes help to swell the sum total of the county vocational work. It is estimated that the enrollment for the county evening and part-time classes is 3583.

Newark during the same period, under somewhat discouraging conditions, has built up a system of vocational schools. They are strong and efficient. The Boys' Vocational School now has 580 pupils. It would have more, if it had been fully equipped. The Girls' Vocational School has 344 pupils; the Building Trades, 52. There are no non-residents in these schools. It has been proposed to transfer these schools to the Essex County Vocational Board which proposal has been the cause of some anxiety on the part of those interested in the schools.

One reason against the proposed transfer is that Newark is an industrial city. Her children should have the chance to prepare for the industries under her own guidance and control. The great indus-

trial centers in the country have their own vocational schools. Newark should not lack the facilities which other great cities possess. It would be a backward step to relinquish the control of these schools.

The Boys' Vocational School cost approximately \$1,300,000 to build and equip. It has been occupied less than two years. To sell it for \$1,100,000, as proposed, is to make a gift outright to the county of \$200,000, for deterioration of such magnitude in so short a time as two years is unthinkable. The city of Newark must continue to pay the interest on the bonds issued to build the school. It will be obliged to pay approximately 70% of the cost of maintaining the school and the county will still want to build other schools. In short, to reiterate: Newark will make a gift of \$200,000; pay interest on bonds; contribute by taxation 70% of maintenance; and will help maintain other county vocational schools beside.

It has been claimed as one reason for the proposed transfer that the county schools are less expensive than the city schools. The following comparison is therefore interesting:

COMPARISON OF COSTS OF VOCATIONAL AND CONTINUATION SCHOOLS
1922-1923

School	City Schools			County Schools		
	Total costs	Average enrollment	Per capita costs	Estimated school costs	Estimated average enrollment	Estimated per capita costs
Boys' Vocational....	\$108,252.01	435	\$249.18	\$26,511.05	120	\$220.93
Girls' Vocational....	47,332.43	317	149.28	8,147.63	30	271.59
Building Trades....	6,952.02	35	198.61	-----	-----	-----
Boys' Continuation	30,020.34	2162*	13.89	7,438.09	198*	37.57
Girls' Continuation	27,325.70	2003*	13.64	7,918.86	242*	32.72
Even'g & Part Time	-----	-----	-----	32,810.86	3583	9.16

* Total number of pupils that have passed through the school during the year.

COUNTY SCHOOLS

\$102,131.89—Amount of warrants
6,443.68—Cash sales
3,509.67—Credit for production
9,352.03—Capital outlay
82,826.51—Net current expenses
52,036.34—Teachers' salaries
30,790.17—Expenses other than salaries

The Newark Boys' Vocational School cost for building and equipment to June, 1923, the following amounts:

Land

Including survey, searches, appraisals, etc..... \$ 33,496.83

Building

Plans, specifications, contracts, architect's fees, etc.*..... 1,141,961.89

* Includes final payment to architect—\$42.83 not yet paid.

Equipment

Paid out of Construction Account.....	\$88,764.16	
Paid out of Current Expense Account.....	10,638.05	
		99,402.21
		<hr/>
		\$1,274,860.93
Equipment ordered, not paid, estimated.....		7,386.19
		<hr/>
		\$1,282,247.12
		<hr/>
School	Current Expenses	
Boys' Vocational	\$108,252.01	
Girls' Vocational	47,332.43	
Building Trades	6,952.02	
		<hr/>
		\$162,536.46

The records in the office of the Secretary of the Board of Education show that for the year 1921-1922 there was received from the state for vocational education, first, \$39,825.00, and second, \$13,959.76—in all \$53,784.76. There has so far been received for 1922-1923 the sum of \$48,948.97. At the same ratio as for 1921-1922, the second payment was \$16,233.08, making a total of \$65,182.05 for the year.

The Boys' Vocational School did work for the Board of Education which, if paid for, would have cost about \$10,000.

The Girls' Vocational School turned in cash for sales \$5950, plus \$76 for registration fees, say in all \$6000.

Newark received from the state for attendance in these schools, approximately \$17,000.

The credits then are:

State and Federal aid (estimated).....	\$65,182.05
Boys' Vocational—earned for Board.....	10,000.00
Girls' Vocational—paid in cash for sales, etc.....	6,000.00
Received for attendance (estimated).....	17,000.00

Total	\$98,182.05
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The difference between \$162,536.46 and \$98,182.05, or \$64,354.41, represents the expense to Newark as nearly as the figures can be obtained.

If these schools had been under the County Vocational Board last year, Newark would have paid approximately 70% of this \$64,354.41, or \$47,048.09. She then would have been saved an expense of \$17,306.32.

But—Newark, by selling the Boys' Vocation School for \$1,100,000, would make a gift to the county of approximately \$200,000. It will take between ten and eleven years at \$17,306.32 per annum to equal the gift of \$200,000. Newark might better bear this expense and keep her schools for these ten or eleven years without making the gift.

There ought not to be a county vocational board in an urban county such as Essex County. Such a board was intended for rural counties to serve rural conditions. The cities of Essex that desire vocational

education should combine, as they legally can do, to support union schools for vocational purposes. The solution of the problem which a County Vocational Board creates in an urban county is to secure legislation to relieve the city from the payment of taxes for the support of county schools since she has and ought to have vocational schools of her own.

The Vocational Schools have continued to maintain a high degree of efficiency, handicapped in the case of the Boys' Vocational School by lack of the requisite equipment and in the case of the Girls' Vocational School by inadequate accommodations in the present building. The Building Trades and the Continuation Schools have demonstrated by useful service the great value of these schools to the boys and girls. The opposition manifested at first toward the Continuation Schools has disappeared and employers acknowledge the great value of the schools to the young people. They cooperate heartily with the teachers in all possible ways.

The following excerpts from the reports of Mr. James E. Dougan, Assistant Superintendent, are of general interest:

BOYS' VOCATIONAL SCHOOL: In an effort to obtain commercial work for the shops, overtures have been made to several manufacturing concerns with the hope that a mutual agreement will soon be reached whereby this school will produce a quantity of small machine parts and other commercial products to be paid for by manufacturers, thus reducing the cost of educational supplies. Fifty labeling machines have been completed for one firm and the work was so satisfactory that duplicate orders were received. During the year 1922-1923, a considerable amount of work was done for the Supply Department of the Board of Education as follows:

Machine Shop—Product amounting to.....	\$ 500.00
Woodworking— “ “ “	1,000.00
Printing — “ “ “	800.00
Drafting — “ “ “	200.00
Total	\$2,500.00

The year 1923-1924 showed like service rendered:

Machine Shop—Product amounting to.....	\$2,966.25
Woodworking— “ “ “	2,750.60
Printing — “ “ “	594.00
Drafting — “ “ “	39.10
Electrical — “ “ “	242.51
Total	\$6,592.46
Cash to Sec'y, Board of Education.....	815.96
Grand Total	\$7,408.42

NOTE.—The Board of School Estimate insisted that the Boys' Vocational and Building Trades School should be sold to Essex County to provide money for high school accommodations needed in Newark. These two new buildings were therefore sold for \$1,100,000 to provide money to build the West Side High School and for the addition to East Side High School. The transfer was made to Essex County, January 1, 1925.

It is hoped that in the very near future all of the departments may be utilized for work of this nature. I would like to see this school resemble a large manufacturing institution where instruction of pupils will be the paramount idea and where production of usable and marketable objects will be secondary.

The departments originally planned for (foundry practice, sheet metal work, plumbing, and painting and decorating) should be developed. It is difficult to register pupils for these departments when there is nothing tangible to offer. The departments should be equipped first, then there would be no difficulty in bringing the registration in these new classes up to the standard. The departments already in existence are not equipped in accordance with the recommendations of the advisory committee which studied this problem and submitted its report to the Board. Only the minimum amount of equipment has been supplied to the present shops.

It has been possible to develop the avocational side of school life as well as the vocational. A Boy Scout troupe has been instituted. An orchestra of approximately twenty-four pieces has rendered valuable assistance during school assemblies. In addition, solo work by individual members has served to vary the assembly programs. A student athletic association has been formed and over four hundred pupils are now on the roster. The basketball team won the championship in the State Vocational School League. The baseball team tied for first honors in this league. In track and field events, the school made a very creditable record, especially at the indoor and outdoor meets conducted by the Newark Public School Athletic Association, and at the meets conducted by the 113th Regiment and by the Rotary Club. I do not attach much importance to the winning of prizes at these meets, but the fact that something attempted has been well done is of great educational value.

EVENING SCHOOL: With the cooperation of labor unions and employers' associations such as was evidenced by the Building Trades Council and the Building Trades Employers' Association, in their requests for the training of apprentices, the evening school has an outlook such as never before was experienced. The opportunity is at hand to have one of the best regulated evening apprentice schools that was ever conceived. I am now working with committees from the different trades so that every department of the evening school will be on a compulsory attendance basis and courses of study will be made out by committees from the different trades so that the school will function to the satisfaction of all concerned.

GIRLS' VOCATIONAL SCHOOL: There is a decided improvement in the type of pupils who are applying for admission to this school. Many of the applicants have completed their grammar school work and have chosen the vocational school for the secondary period of education rather than the high school. Although we do not discourage pupils from the seventh and eighth grades who need this type of training, the tendency is to complete the grammar school course before entering the vocational school. The result is a better type of pupil, and consequently a higher degree of instruction.

The nutrition work of this school has been a feature of the past year. Under-weight children have been developed into healthy and wholesome girls. At the health contests held recently, nine students were selected for final consideration, and of the four ultimately selected, two were from this school and two from Barringer High School. The work of the school nurse and of the physical training teacher has been very successful. The spirit evidenced by the pupils is commendable. There seems to be a feeling of pride in their work and a desire for achievement that are unusual in a school of this type.

BOYS' CONTINUATION SCHOOL: The most notable achievement has been in the improvement of instruction. This is the first year that this school has had an opportunity to demonstrate its complete usefulness to the fourteen to sixteen year old boy. During the first two years of the operation of the Continuation School Law, pupils attended only part of the required time and no instruction in shop work was given. During the third year, the school was concerned mainly with the problems of organization connected with the school shops. In the past year, the teachers have had an opportunity to develop courses of study and methods of instruction suitable to meet the new arrangements.

GIRLS' CONTINUATION SCHOOL: That this school is functioning in the lives of the pupils is evidenced by the fact that in the sewing department, four thousand garments have been made. These articles include all types of underwear, children's dresses, and dresses of wool, silk, organdy, gingham and linen. Several street coats have been made and many garments have been renovated. Some girls have made three dresses and several pieces of underwear in one term. Pupils have brought garments made at home to the school for the approval of the teachers.

The cooking department has worked out a complete but simple course in diet and health. Pupils have studied how to feed large families economically and satisfactorily. Spring canning and jelly making were taught in season. In all this work the girls buy their own product thereby keeping the cost of supplies at a minimum.

BUILDING TRADES SCHOOL: Although the facilities in this school are very meagre, the work has progressed as well as could be expected. The Building Trades Employers' Association has taken a great interest in this school and the members have visited it quite frequently. They have also helped with timely suggestions as to the course of study.

In order that the work of this school may be made as practical as possible, it would be advisable for the pupils to do the brick work and the carpentry work on an addition that may be erected in the rear of the present building. This addition should contain at least four class rooms, principal's office, stock rooms, heating plant, and toilet facilities. The plumbing, plastering, and electrical work would have to be done by contract but a great saving could be effected by having the boys do the exterior work. Plans would have to be drawn and estimates received on work that should be contracted for. I believe that this experiment could be safely carried out and be a monument to the work of the boys. This school is unique in that it is the only school of its kind that I know of where the building trades only are taught.

AMERICANIZATION CLASSES: The evening Americanization classes at the Montgomery Street School have been very popular during the past year. At present there are seven classes with an enrollment of approximately 300 and an average nightly attendance of 225. Eighty-five men and women have taken out their "Declarations of Intention" and about the same number are awaiting an opportunity to apply for their first papers. A large number of the pupils are now preparing to take the examination for final papers. The students of this school are conscientious in their attendance and earnest in their efforts to acquire the fundamentals of the English language and American history.

The afternoon Americanization class has only maintained itself during the past year. There seems to be considerable difficulty in adding to the number of classes of this nature. The younger people

as a rule are employed during the day and the married women find that their household duties occupy practically all of their time.

8. HIGH SCHOOLS. A resolution was passed during the year 1924 by the Board of Education instructing the Superintendent of Schools "to make an investigation of the four high schools and to report back within three months his recommendations whereby two of the high schools will be organized on an academic basis and two on a commercial and manual training basis". The object was to determine whether music, shop work, domestic science, domestic art, and art should be eliminated from the high school program of studies.

Barringer and South Side are academic high schools; Central and East Side are commercial and manual training high schools with academic curricula.

The authorized subjects of study are:

Languages: English, Latin, Greek, French, Spanish, German, Italian (Barringer and Central, but taught in Barringer only).

Social Sciences: European History, American History, Ancient History, Civics, Problems of Democracy, Economics.

Mathematics: Elementary Mathematics, Intermediate Algebra, Plane Geometry, Solid Geometry, Trigonometry, Advanced Algebra.

Sciences: 1. Biological—Biology, Physiology and Hygiene.
2. Physical—Physics, Chemistry.

Fine Arts: Music, Freehand Drawing, Art.

Practical Arts: Domestic Science, Domestic Art, Mechanical Drawing, Manual (Shop) Work.

Technical Subjects: Joinery, Pattern Making, Sheet Metal, Forge and Foundry, Machine Shop.

Commercial Subjects: Commercial Arithmetic, Bookkeeping, Penmanship, Commercial Geography, Commercial History, Commercial Law, Stenography, Typewriting.

Physical Training.

Civics, Physiology and Hygiene, Problems of Democracy, and Physical Training are required by state law in all curricula.

The subjects are arranged in different combinations to constitute different curricula, for pupils vary in interests and abilities and have different objectives. Some subjects—Mechanical Drawing, Freehand Drawing, Manual (Shop) Work, Domestic Science, Domestic Art—are taught in academic curricula and are called minor subjects because taught only two periods a week in different grades.

The resolution required consideration of two questions: the first, should only academic subjects be taught in academic high schools; the second, should academic curricula be removed from the so-called commercial and manual training high schools and be taught only in academic high schools.

I. Should Only Academic Subjects Be Taught in Academic High Schools?

The strictly academic curricula are the General, Scientific, and Classical. The Fine Arts curriculum is academic with Music or Art as major subjects; that is, equated as of equal value with Latin or any branch of mathematics or science. The minor subjects mentioned hereafter are included in the General, the Scientific, and the Classical curricula.

(a) Minor Subjects.

In the two academic high schools the number of pupils studying the minor subjects is shown by the following table:

	Barringer	South Side
Mechanical Drawing	367	314
Freehand Drawing (Art).....	296	316
Manual (Shop) Work.....	246	46*
Domestic Science	198	162
Domestic Art	194	257

Mechanical or Freehand Drawing is required for admission to many colleges. We cannot, therefore, remove these subjects from the Scientific and Classical curricula, since pupils prepare for college in both. The General curriculum includes Freehand Drawing. The New Jersey normal schools desire the subject taught. It is a part of the articulation of high schools with normal schools. It is desirable to retain it, since many of the pupils are to become teachers in elementary schools.

The subjects are assigned to the several grades in a manner to secure balanced classes. The great majority of boys prefer Mechanical Drawing or Manual (Shop) Work, while the girls prefer Domestic Science and Domestic Art. Both boys and girls elect Freehand Drawing or Art, as it is now called.

We cannot reduce these subjects to the point where less than one teacher is required in each school to teach them. The schools now have programs as follows:

	Barringer	South Side
Mechanical Drawing	1	1 $\frac{3}{4}$
Freehand Drawing	2	2
Manual (Shop) Work.....	1	$\frac{1}{4}$
Domestic Science	1	1
Domestic Art	1	1

When the schools are operated under normal conditions—one school in one building, instead of two in one building as now—there will be only one teacher to each subject.

* The small number compared with the number in Barringer is due to the need of an additional teacher for two days only. The Superintendent of Schools thought it inadvisable to appoint a teacher for the time. Pupils were therefore forced to elect Freehand Drawing for which subject there were already two teachers in the school.

The opinions of the principals of the high schools were requested. They replied to the inquiry as follows:

W. E. STEARNS, principal of Barringer, said:

As to whether any of them (the subjects mentioned) should be eliminated or not I think depends largely upon what is meant by an education. Many very sturdy and worthy citizens were raised on corn bread and bacon but I do not find the objectors to "Fads and Fancies" living on that diet. I wonder why?

In my judgment a varied menu is more productive of good health in education than a diet of strong meat. These extra subjects help to fill in and round out and make more palatable the more solid substance of the bill of fare. I believe that they have distinct educational value.

Freehand Drawing creates the high standard of taste necessary in an industrial community like Newark; teaches design, develops latent talent, trains the eye to accurate observation and gives coordination between eye and hand necessary to a complete development. It has social and cultural values in that it stimulates love of beauty at an age when the mind is most susceptible.

Mechanical Drawing has practical value to students entering any phase of industry. It gives opportunity to the hand-minded boy to develop himself along the lines of his interest. Practically the same arguments may be given for Shop as for Mechanical and Freehand Drawing.

Domestic Science gives practical training in cooking and home-making to many girls who would get it in no other place.

Domestic Art develops the artistic sense as applied to clothes and results in the more sane and reasonable dressing. Many girls get their first inspiration for harmony of line and color in the sewing classes.

Music. It seems to me that little argument is needed to show the value of music as one phase of education. I wish the doubters could have been in my school today for a practical example of what music can do not only for those who participate in it but for those who listen.

I should be very sorry to see any of these subjects eliminated from the high school course.

ELI PICKWICK, JR., principal of East Side, said:

The greatest single factor in the development of American ideals has ever been the American home. The most potent forceful method that can now be employed in the solving of the great problem of Americanization is spreading knowledge of the fundamental elements that enter into the making of an American home. The ideals of home making must be taught in our schools and must be taught to all the pupils for all need to know the importance of the home and its vital relation to the perpetuity of our commonwealth.

Freehand Drawing I and II, Manual Work I and II, Mechanical Drawing I and II, Domestic Science I, and Domestic Art I are the only home making subjects in our high schools' academic curricula. It is through these subjects and these alone that the pupils in these courses come to learn first hand the importance of the factors that all must consider when a home is planned. The house cannot be built and its furniture selected without some knowledge of plans, materials, and process of construction. This puts to use the knowledge that is acquired in the drafting room and shop. The selection of rugs, hangings, draperies, and furnishings with the proper arrangements of parts on floor and wall and the selections and fashioning

of clothing makes a familiarity with the principles of Freehand Drawing and Domestic Art a prime necessity, and the health and happiness of all the members of the home depend on the artistry developed through the work in Domestic Science.

All these subjects then must be retained, or Samson-like with unseeing eyes, we shall weaken the pillars of our American life and bring down dire disaster upon our heads.

For the East Side High School, Music Fundamentals and Music Appreciation should be retained but if any of our pupils desire Voice Culture and Harmony, they should be transferred to another school having classes in these subjects. We never have enough pupils in these two subjects to warrant forming classes.

THOMAS F. KENNEDY, principal of South Side, said:

I believe that since the education of the majority of our pupils does not extend beyond the high school, the subjects mentioned should be retained for the following reasons:

Freehand Drawing. This course is taken by girls going to the normal schools. Since they are obliged to teach drawing in the elementary schools the high school training in this subject is absolutely necessary.

The need of graphic expression. Drawing is a universal language. Every man would be better equipped for the world's work if he could use it. If a business man has the ability to draw—to make even a rough sketch of some idea that he wishes to convey to a workman, he has an immense advantage.

The need of discovery of those young people in our schools who possess inherent talent for drawing and design, and who, with training, will exert a tremendous influence upon our industrial output.

It should not be necessary for America to import her designers. If our public schools did their duty in discovering the latent talent among our students, we should no longer turn to Europe for our trained artisans and designers.

Art is one of the most vitally important objects that is taught in our schools. It enters into every phase of life, whether the individual is conscious of it or not. The housewife, the business man, the professional man, the mechanic, the salesman, the merchant, the manufacturer, the engineer, the builder, the painter, the mason, the plumber—all need art, and need it every day. The housewife will decorate her home well or ill, according to her knowledge of art principles. The business man will use the principles of art well or ill in the selection and display of his wares, and the builder and contractor will use or abuse the principles of art in the erection of homes and public buildings. The engineer will display his knowledge or his ignorance of art in the bridges, aqueducts, reservoirs and subways he constructs.

Over and above all his need of art in the vocation, the business, the trade or the occupation of life is the need of every individual for the benefits that a knowledge of art can confer upon him. Art is like religion—it is indispensable to the physical, mental, and spiritual growth of man. It is not a "frill or a fad". It is an economic necessity, with an economic reward to every community that realizes this truth and fosters the art work of its schools.

We all pay our tribute to France, for the beauty and the artistic excellence of her products. Her raw material is no better than ours, but by means of her art she has transformed this raw material into manufactured goods that command the markets of the world. When

Napoleon decreed that every child in the schools of France should be taught to draw, he gave such an impetus to the artistic life of the French that, in this respect, no nation has since approached them.

Manual Work. The shop work done in our high schools has a distinct educational value in the coordination of mind and muscle.

It acts as a relaxation, five straight recitations being too fatiguing for a high school pupil. In this way it serves the same purpose as physical training.

Newark is an industrial city where the manual arts should be emphasized. Their place in the curriculum keeps the boys in touch with this line of work and makes them familiar with lathes, machines, etc. It is a great help to boys who go to higher technical schools. It gives a boy a chance to find out if he is "manually minded" and may help him to select the work in life for which he is best fitted.

Mechanical Drawing. It has the same value as manual training in the coordination of mind and muscle. By constantly handling the scale and triangles habits of accuracy and neatness are formed. Develops the power of visualization and strengthens the constructive imagination.

Domestic Science. The school must take the place of the home in the teaching of cookery. The teaching of food values is of immense practical value. The girls should be trained to be wise spenders of the family income. This can only be done in the high school Domestic Science class.

Domestic Art. Develops the faculties through the education of the hand and eye. Familiarizes the pupils with materials and processes. Helps to cultivate personal habits of neatness and cleanliness. Teaches the girls to appreciate the value of a correctly and neatly finished article. Helps to develop capable girls who can utilize their education in trained activities and sympathetic service in the home.

Music. In my opinion, Music Fundamentals, Music Appreciation, and Harmony should be retained in our program of studies.

We have never given any course in Voice Culture and I see no way of doing it satisfactorily. I would be in favor of its elimination for the following reasons: The course is not up to the standard of the other music courses and it is not as difficult as other high school studies. The girls of high school age are too young for intensive voice training and the same applies to the boys. There is no demand for Voice Culture in this school as our pupils are only interested in instrumental music. As far as this school is concerned, I would prefer the substitution of another music course for Voice Culture in the Arts Course in Music.

Music Fundamentals. This course is necessary for normal school preparation. The director of music at the Newark Normal School says that every pupil entering that school should be compelled to take a year of music in high school as the normal course in pedagogy presupposes knowledge of the subject matter.

Appreciation of Music. Dr. John J. Tigert, United States Commissioner of Education, in an article for *The Music Trades*, December 15, 1923, says: "Music, in my opinion, might well be taught until when (the pupil) graduates from high school he has what may be termed a good working knowledge of music, its history, bibliography, and some familiarity with the works of the more prominent of the old masters." "That person who has learned to appreciate good music has gained something in this life which no other power but music can give."

Practically every well-rounded high school curriculum contains a course in Music Appreciation.

The work in Music Appreciation is correlated with the English work of the school.

Professor K. W. Gehrkins, Oberlin College, says: "Classes in Music Appreciation ought to be among the most important offerings of our high school music courses."

New York, Rochester, Minneapolis, Detroit, Kansas City, not only offer courses but arrange for pupils to supplement their work by attending symphony concerts at ten or fifteen cents admission. Detroit and Kansas City employ special directors of music appreciation to correlate the school teaching of music appreciation with the local concerts.

Orchestra and Glee Club. Dr. Tigert says: "There is probably no influence more potent than music for Americanization purposes."

Harmony. The value of Harmony is largely vocational. It is necessary for boys who expect to enter music as a profession.

It is as difficult as any high school subject for which credit is given and offers as much mental training.

The musical activities in this school consist of an orchestra and girls' glee club. Both of these are valuable and I am not in favor of their elimination. They teach team work, and team work without any chance of personal glory, as well as the importance of obedience to the common good.

Gary, Rochester, Oakland, Los Angeles not only have orchestras in the schools but they also supply the instruments.

The subjects should remain in the academic curricula for these reasons, among many that might be urged:

(a) They are of great educational value. They meet the criticism made of schools a few years ago that the work of the schools was too bookish. These are practical subjects and pupils "learn to do by doing". They correct the theoretical work of the schools by dealing with problems that call for accurate observation and practical judgment.

(b) They are of great interest to students, so much so that their inclusion in modern programs of study is fully justified.

(c) Drawing or Art subjects create standards of good taste. They have great value in this respect and are having marked influence in the business world of the country. Manufacturing establishments and department stores have been stimulated to cater to an increasing body of intelligent and discriminating consumers by the fact that people demand more artistic articles. This is due to the work done in the schools.

(d) Domestic Science is a home making subject and many girls in the high schools coming from private schools have never had any instruction in the subject. No girl should be allowed to be ignorant of such important matters as the preparation and serving of foods, budgeting for a household, and other practical affairs.

(e) Domestic Art is valuable because of its influence in training girls to care for their own clothes and in giving them right standards in color and design in dressing. The girls entering from private schools, as a rule, have not had the subject.

(f) Music is very valuable in training students for ever-increasing leisure time in life, for good citizenship, and for personal happiness. Music was first introduced into schools about forty years ago and demonstrated its value as a character forming subject.

(b) Fine Arts Curriculum.

The number of pupils studying the subjects of Art and Music in this curriculum is shown by the following table:

	Barringer	South Side
Art (10 periods per week)	71	72
Music		
Music Fundamentals	72	50
Music Appreciation	10	20
Voice Culture	0	0
Harmony	4	6
Glee Club	126	40
Orchestra	50	65
Assemblies	All of school	All of school

This curriculum was introduced into the high schools for two reasons. One was to provide a curriculum wherein either mathematics or foreign languages were not required for graduation. Many pupils cannot succeed in the study of languages, others cannot succeed in the study of mathematics. A good high school course was thus provided whereby pupils of the unusual type could be given a good secondary curriculum, omitting either. The other reason was that many such pupils are gifted in art or music. Provision was made whereby these subjects could be studied on a par with Latin or algebra. Teachers were in the schools to teach the two-period art. Teachers of music were in the schools to lead the assemblies and the chorus singing. It must be twenty-five years since the first music teacher was appointed in the parent high school: teachers of the subject have been in other high schools since their establishment. Since the teachers were there the curriculum was arranged for the reasons stated.

Art is studied ten periods a week as in many high schools throughout the country. There is as much justification for this as there is in providing a teacher of bricklaying for twenty-two pupils and a teacher of carpentry for twenty-one pupils, as now done in the Building Trades School, or for the work of the vocational schools, or any other special type of work. The pupils studying the Art or Music courses are preparing to enter higher institutions, many to become teachers or for other definite objectives.

No pupils take Voice Culture. There seems to be no demand outside the Glee Clubs for such special training as it provides. The subject can be eliminated and will be when the program of studies is revised. No harm is done by allowing it to remain at this time.

Harmony might be given in only one high school, but the teachers are in each school necessarily and it might well be left as now.

The number of pupils enrolled in the Fine Arts curriculum in the four high schools is:

Barringer	83
Central	63
East Side	12
South Side	101

The number enrolled in each academic high school indicates the demand for the curriculum. This demand is growing each succeeding year.

The transfer of the 83 pupils from Barringer and the 101 from South Side to Central and East Side would not remove the necessity of having music and art teachers in the Barringer and South Side Schools. It is, therefore inadvisable to disturb the present condition of affairs.

If the subjects and the curriculum under discussion were removed from the program of studies would there not be more room in the academic high schools? One answer is: Barringer would have four low-ceilinged basement rooms not fit for academic classes because of insufficient light and air volume, and two drawing rooms on the top floor lighted by skylights. These latter rooms were designed for drawing rooms and should continue to be used for the purpose. The basement rooms are fit only for the use now made of them and are not satisfactory for that. South Side is more fortunate, since the rooms are upstairs and are spacious, with sufficient light and adequate air volume. The correct answer, however, is that the schools should not be injured any more than they now are by the conditions under which they labor. The question of room at the expense of modern curricula should not be given weight.

Standards of measure for a subject and for a curriculum have been evolved during the last twenty years. These standards are now required in order for a subject to be acceptable or for a high school to be placed upon the Approved List of Schools. A high school—public or private—must conform to these standards, else its graduates have no standing and cannot secure entrance to higher institutions.

A subject taught forty to forty-five minutes a day for five days a week throughout the school year, if outside preparation or home study is necessary, is given 5 credits; if no outside preparation or home study is required, it is given one-half value, or $2\frac{1}{2}$ credits. To illustrate, Algebra requires outside preparation and under conditions named is given 5 credits; Drawing (except in the first and second year technical curriculum) or Cooking requiring no outside preparation is given one-half credit, or $2\frac{1}{2}$ credits for the school year.

The state requires a minimum of 76 credits for a high school diploma. Each community must require this and may require any higher number, if approved by the state. Most progressive communities require more.

Few high schools graduate pupils on the minimum number of credits. That number is fixed to prevent small struggling high schools from graduating pupils without a standard minimum high school education. Qualifying certificates may be obtained on this minimum basis by examination by persons unable to present a high school diploma for admission to higher institutions.

As far as values are concerned, academic curricula may be arranged to contain only academic subjects, but the arguments against such action are valid and convincing.

II. Should Academic Curricula Be Removed from the So-Called Commercial and Manual Training High Schools and Taught Only in Academic High Schools?

The enrollment of the four high schools at the end of October 1923 was: Barringer, 1893; Central, 2384; East Side, 1292; South Side, 1747. This gives a combined enrollment in these schools of 7316, accommodated in buildings constructed for 5200 pupils.

The enrollment in these four schools is divided in each into two squads, one coming to school in the morning and one in the afternoon. During the middle of the day there is overlapping. The congestion thus produced will eventually become so great that the sessions will, in all schools, need to begin earlier in the morning and extend later in the afternoon. One school now begins at 8 a. m. and closes at 4:45 p. m. A second school will need to be placed on these hours February 1, 1924.

Under normal conditions the hours of the high school day are from 9 a. m. to 3 p. m., with a half hour beginning at 12:30 for luncheon. There are 45-minute periods in three schools, but 55-minute periods in Central, because it takes more time to change classes in so large a building. The normal length of the day for school work is $5\frac{1}{4}$ hours.

The enrollment for the several curricula November 16, 1923, was:

	General	Scientific	Classical	Fine Arts	Practical Arts	Technical	Commercial
Barringer	786	13	940	83	....	.....	.....
Central	588	20	91	63	....	362	1109
East Side	327	....	.....	12	2	289	256 (4 yr.) 349 (2 yr.)
South Side	615	40	994	101	....	.....	.....
	2316	73	2025	259	2	651	1714

Barringer and South Side teach these curricula: General, Scientific, Classical, Fine Arts.

Central teaches these curricula: General, Scientific, Classical (temporarily), Fine Arts, Practical Arts, Technical, and Commercial.

East Side teaches these curricula: General, Scientific, Fine Arts, Practical Arts, Technical, and Commercial.

It is manifestly inadvisable to remove the 588 pupils taking the General curriculum, the 20 taking the Scientific, the 91 taking the Classical, and the 63 taking the Fine Arts—in all, 762 pupils from Central—and add them to the enrollment in Barringer and South Side, where already 1893 and 1747 are enrolled respectively, under the almost intolerable conditions described in the preceding paragraphs. It would be equally unwise to take such action in regard to the 327 pupils enrolled in the General curriculum and the 12 in the Fine Arts, in all 339 pupils in academic curricula in the East Side School.

The Classical curriculum in Central High School has already been removed by action of the Board of Education and is being worked out so that Central and East Side may offer the same curricula.

Some years ago consideration was given to the suggestion of some members of the then Board of Education that academic curricula be removed entirely from the East Side School. It was at the time the South Side High School was opened. There was vigorous agitation against it, and it was not done in deference to the wishes of the people.

High schools are classified as academic, general or cosmopolitan, mechanic arts, practical arts, English, Latin, and commercial. Newark has but two of these types, academic and the general or cosmopolitan.

The cosmopolitan high school offers academic, technical, practical arts, and commercial curricula. It is a neighborhood or district high school designed to give full opportunity to pupils to study curricula suited to their needs within reasonable distance from their homes and with the least expenditure of money for necessary expenses.

The East Side and Central High Schools are general or cosmopolitan high schools. To remove academic curricula from them, if it were possible, would force children to pay carfare to reach Barringer and South Side and would require them to travel unreasonable distances under most trying conditions of transportation. It should not be done, even if the children could be accommodated in the academic high schools. Children should have the opportunity to get a high school education as conveniently as possible.

The question is suggested: If there are only two pupils enrolled in the Practical Arts curriculum, why retain the curriculum? The answer is: It can be eliminated. To eliminate it officially would be a mere gesture, since it has practically eliminated itself. The Practical Arts curriculum has never been successful in high schools in Newark because girls look unfavorably upon it. Those who wish to earn their living by cooking or sewing go to the Vocational School to acquire the skill. To remove the curriculum from the schools would not remove the teacher of the subjects in the schools, for the girls who take the

subjects on a two-period basis profit by the work as indicated by the quotations from the several principals. The two pupils taking the Practical Arts curriculum fit into the other classes. They or others may wish to become dietitians in hospitals or some other important occupation. Since there is no additional cost it might better remain as an unappreciated opportunity for the mass of students but available for the few who want it now or may want it in the future.

The Superintendent of Schools as a result of the investigation and consideration of the questions submitted to him recommended:

(a) That the two academic high schools retain the several curricula as now organized and taught therein.

(b) That the academic curricula remain (as now) a part of the Program of Studies in the East Side and Central High Schools.

The Board of Education approved the recommendations.

It was natural to ask when considering the matter of the high school program of studies the broader query: What may be eliminated from high school curricula?

The languages studied are listed on page 54. Greek has not been studied by pupils in the Newark high schools during the last two years. Its literary treasures may now be read in translation so that its message is not lost. It is usually taught as an extra by teachers who love the language. The remaining languages can not be eliminated, since they are so clearly a part of modern culture. Their utilitarian value for the educated cannot be discounted. Temporarily there may be question as to the cost of teaching some, for German is now being reintroduced and Italian is new in the schools. Small classes must therefore be tolerated for a time.

The social studies include Ancient History, two units of European History, Civics, American History, Economics, and Problems of Democracy. Ancient History is going the way of Medieval and General History. A few of the colleges still insist that it shall be studied in secondary schools. The evolution now in process substitutes European History—a broad comprehensive view of the development of European civilization, leaving the multitudinous details for specialization in colleges. The essential features of government should be taught in the subject called Civics in connection with other topics of vital interest. The state authorities introduced the special teaching of the Problems of Democracy. There can be no question as to the value of the subject matter included in the Problems of Democracy, but it should be taught in American History, using the problems presented in the progress of the American people toward industrial and social and political freedom. The great fundamental economic problems of production and distribution, and immigration, and the like, should also be taught by means of American History. American History so taught is more valuable for secondary schools than the separate subjects of Economics and Problems of Democracy. Both of these subjects emphasize American Democracy, its origin, progress,

and problems and perplexities. However we may disagree as to the method of teaching them, there can be no question of the need and value of the information imparted and of the value of the attitude and spirit they seek to create.

The sciences cannot be eliminated. This is an age of scientific advancement, and science has influenced every field of endeavor. The program of science teaching in the high schools is a very modest one, consisting mainly of Human Physiology and Hygiene, Biology, Physics, and Chemistry. Though the cost of laboratory equipment may sometimes be criticized, the elimination of the subjects, in view of the need of scientific knowledge in the modern world, is unthinkable.

In like manner, there are no subjects in the mathematical field that can be eliminated. Science and mathematics are modern necessities. However, all pupils now in high schools cannot profit equally by these studies, for there are different types of intelligence in the schools of a democracy. To illustrate, the scientifically minded student should have the subjects required for his development as should the linguistic and other types. There can no longer be but one course for all students as in the medieval days. Even though algebra has slain its tens of thousands it should remain because of its substantial value. Pupils naturally unfit to study the sciences and mathematics should not study them, but the subjects should remain in the program of studies.

The manual and practical arts in high school curricula have been the cause of some criticism. A score of years ago under the inspiration of German schools and of German industry, vocational education was introduced into this country by means of the special high schools. The development of vocational schools has resulted in giving much more time to trade training of apprentices and journeymen than the high schools could give. The evolution of the educational ideal of equal opportunity for all, the motor-minded boy and girl as well as of other types, has caused the manual and practical arts to be retained in technical high schools. Mechanical Drawing, Joinery and Pattern Making, Domestic Art, Domestic Science, and similar subjects are in high schools for their rich educational possibilities. These subjects are potentially as valuable for certain types of mind as are Latin and mathematics for other types. They are modern means of education and should not be eliminated from a program based upon the needs of the twentieth century. The hand is an avenue to the mind like the eye or the ear. Education today is vital and practical as well as academic, and reflects the complex needs of a great people.

Let it be repeated: the schools cannot eliminate Art, for to do so would impoverish the people and injure industry. Manufacturers will concede that designing has value. Art enters into every branch of our industries; it affects our commerce. The American schools are training a nation of consumers and the demand for beautiful designs is insistent.

Again, by way of emphasis, Music should remain in the schools because of its influence upon the spiritual life of the nation. Furthermore, the leisure moments of life are many and the capacity for enjoyment should be enlarged. There should be as much economy as possible practised in the administration of the courses, but the subject should remain in the schools.

There is almost unanimous agreement that the commercial subjects should remain. There may be some grumbling that the curriculum is too long in view of the fact that there are many short cuts for office training outside the public schools. Thoughtful people, however, will agree that the cultural subjects of the high school taken with the commercial subjects are worthwhile, and that the high school graduate has greater capability, more resources, and more adaptability than one of lesser training.

Shall physical education be eliminated? We must have a nation of virile men and women, so that such a showing as that made in the examination of American young men under the draft law shall be impossible. Physical education includes not only gymnastics and athletics, but instruction in preserving health so that strength and endurance shall result. It means eventually one standard of morals for men and women, so that loathsome disease shall not weaken our young men.

It is clear that no subject can be arbitrarily and summarily removed in these modern days from a program of studies which reflects modern life and its insistent and progressive demands.

9. RETARDATION IN HIGH SCHOOLS. It must be remembered that all pupils do not take all subjects but that the high school program of studies is designed to meet the needs of pupils with various abilities and objectives. Curricula are standardized as to the time measurement but the content of most of the courses is constantly changing because of modern progress. High school work is growing more difficult and requires relative maturity to be well done on time. Immature, unfit pupils should not undertake the work, for the expense is not justified for such pupils. This is the crux of the matter, not the number of subjects in the program. The truth must be stated, but with genuine regret; that in our high schools there are many pupils who are wasting their time and causing an enormous expenditure of money, in some cases because of immaturity and unfitness, in other cases because of indifference and failure to appreciate the value of the opportunity to obtain an education.

The table given below shows the number of pupils taking each subject the first, second, third, and fourth or more times. The first time, of course, is necessary; the second, because of illness or other valid reason, may often be reasonably explained and excused; the third, can be due only to entire indifference or gross negligence, or mental deficiency or inferiority; the fourth shows hopeless inability to do the work selected.

TABLE I
RETARDATION BY SUBJECTS

Subject	Barringer						South Side					
	Grade	Enrollment	No. of Pupils Taking Subject				Grade	Enrollment	No. of Pupils Taking Subject			
			1st Time	2nd Time	3rd Time	4th or More Times			1st Time	2nd Time	3rd Time	4th or More Times
English.....	1B	303	179	104	20	.....	1B	237	40	5	.....	.....
	1A	321	223	82	16	.....	1A	216	33	7	.....	.....
	2B	233	174	50	8	1	2B	383	84	6	1	.....
	2A	279	202	67	10	.....	2A	283	26	.....	.....	.....
	3B	180	143	35	2	.....	3B	195	16	.....	.....	.....
	3A	194	151	41	2	.....	3A	212	14	.....	.....	.....
	4B	86	63	23	.....	.....	4B	71	18	.....	.....	.....
	4A	157	131	25	1	.....	4A	134	11	.....	.....	.....
Totals.....		1,753	1,266	427	59	1		1,731	242	18	1	.....
Latin.....	1B	236	125	92	18	1	1B	205	50	14	1	.....
	1A	199	113	73	12	1	1A	197	63	17	1	.....
	2B	205	139	61	4	1	2B	235	79	5	.....	.....
	2A	135	90	41	3	1	2A	159	50	1	.....	.....
	3B	114	74	32	8	.....	3B	102	54	8	.....	.....
	3A	86	76	10	.....	.....	3A	75	6	.....	.....	.....
	4B	26	25	1	.....	.....	4B	10	3	.....	.....	.....
	4A	23	23	.....	.....	.....	4A	25	.....	.....	.....	.....
Totals.....		1,024	665	310	45	4		1,008	305	45	2	.....
French.....	1B	73	53	18	2	.....	1B	184	41	1	.....	.....
	1A	95	67	22	6	.....	1A	103	17	.....	.....	.....
	2B	91	64	24	3	.....	2B	114	26	5	.....	.....
	2A	68	48	16	4	.....	2A	84	17	.....	.....	.....
	3B	32	18	13	1	.....	3B	48	7	.....	.....	.....
	3A	48	40	7	1	.....	3A	86	.....	.....	.....	.....
Totals.....		407	290	100	17	.....		619	108	6	.....	.....
Spanish.....	1B	134	78	43	7	6	1B	142	37	6	4	.....
	1A	104	90	10	4	.....	1A	120	30	4	1	.....
	2B	107	61	36	9	1	2B	111	23	2	.....	.....
	2A	92	60	28	4	.....	2A	72	14	3	.....	.....
	3B	41	28	13	.....	.....	3B	51	14	.....	.....	.....
	3A	29	28	.....	1	.....	3A	37	1	2	.....	.....
Totals.....		507	345	130	25	7		533	119	17	5	.....
German.....	1B	39	31	7	1	.....	1B	100	18	2	.....	.....
	1A	28	23	5	.....	.....	1A	67	14	2	.....	.....
	2B	15	15	.....	.....	.....	2B	31	9	.....	.....	.....
	2A	12	11	.....	1	.....	2A	35	1	.....	.....	.....
	3B	8	8	.....	.....	.....	3B	21	.....	.....	.....	.....
	3A	9	9	.....	.....	.....	3A	58	.....	.....	.....	.....
Totals.....		111	97	12	2	.....		312	42	4	.....	.....
Italian.....	1B	72	40	30	2	.....	Not taught in this school					
	1A	86	78	7	1	.....					
	2B	41	37	4	.....	.....				
	2A	27	26	1	.....	.....				
	3B	9	7	2	.....	.....				
	3A	22	21	1	.....	.....				
Totals.....		257	209	45	3	.....					

TABLE I—Continued

Subject	Barringer						South Side					
	Grade	Enrollment	No. of Pupils Taking Subject				Grade	Enrollment	No. of Pupils Taking Subject			
			1st Time	2nd Time	3rd Time	4th or More Times			1st Time	2nd Time	3rd Time	4th or More Times
History:												
European.....	2B	89	65	22	2		2B	144		16		
	2A	108	89	18	1		2A	110		9	1	
	3B	110	84	22	3	1	3B	95		8	1	
	3A	78	69	9			3A	86		4		
Ancient.....	3B	12	12									
	3A	34	31	3			3A	35				
United States.....	4B	109	96	13			4B	98		7		
	4A	120	111	8		1	4A	103		3		
Prob. Democracy.....	4B	123	109	13	1		4A	132		4		
Economics.....	4A	63	56	7			4B	60		1		
Civics.....	1B	292	187	91	14		1B	232		24		
Totals.....		1,138	909	206	21	2		1,095		76	2	
Science:												
Physiology.....	1A	316	198	97	19	2	1A	221		39	5	
Biology.....	2B	37	35	2			2B	41		2		
	4B	12	10	2			2A	26				
	4A	20	17	3								
Physics.....	3B	153	128	22	3		3B	210		38	1	
	3A	144	138	6			3A	137		11	2	
Chemistry.....	4B	77	66	11			4B	55		2		
	4A	105	94	9	2		4A	66		5		
Totals.....		864	686	152	24	2		756		97	8	
Mathematics:												
Elem. Algebra.....	1A	309	174	115	19	1	1B	250		45	6	
	1A	356	239	93	23	1	1A	272		74	4	
Plane Geom.....	2B	342	184	136	19	3	2B	307		93		
	2A	249	136	100	12	1	2A	216		75	2	
Int. Algebra.....	3B	112	78	30	4		3B	160		29		
	3A	90	76	14								
Geometry.....							3A	107		7	1	
Adv. Algebra.....	4B	17	17				4B	21				
Solid Geom.....												
Trigonometry and Solid Geom.....	4A	44	37	7			4A	19		1		
Totals.....		1,519	941	495	77	6		1,352		324	13	
Music.....	1B	27	25	2			1B	7		2		
	1A	33	30	3			1A	7		2		
	2B	6	6									
	2A	8	8									
	4B	1	1				4B	13		1		
Totals.....		75	70	5				27		5		
Art.....	1B	21	21				1B	14				
	1A	21	20	1			1A	12				
	2B	11	11				2B	22		2		
	2A	13	13				2A	9				
	3B	6	6				3B	6				
	3A	8	8				3A	6				
	4B	4	4				4B	10				
	4A	4	4				4A	9				
Totals.....		88	87	1				88		2		

TABLE I—Continued

Subject	Barringer						South Side					
	Grade	Enrollment	No. of Pupils Taking Subject				Grade	Enrollment	No. of Pupils Taking Subject			
			1st Time	2nd Time	3rd Time	4th or More Times			1st Time	2nd Time	3rd Time	4th or More Times
Freehand Draw.....							1B	133		5		
							1A	55		1	1	1
							2B	31				
							2A	21				
							3B	4				
							3A					
							4B					
							4A	1				
Totals.....								245		6	1	1
Sewing.....								275		4		
Cookery.....								193		5		
Shop.....							1B	47				
							1A	24		1		
							2B	18		1		
							2A	22		3		
Totals.....								111		5		
Mech. Draw.....							1B	93		10		
							1A	82		9		
							2B	111		9	1	
							2A	152		17		
							3B	2				
							3A	8				
							4B	1				
							4A	3				
Totals.....								452		45	1	

Subject	Central						East Side					
	Grade	Enrollment	No. of Pupils Taking Subject				Grade	Enrollment	No. of Pupils Taking Subject			
			1st Time	2nd Time	3rd Time	4th or More Times			1st Time	2nd Time	3rd Time	4th or More Times
English.....	1C	86		43	10	1						
	1B	287		16	20	1	1B	384	39	7		1
	1A	98		21	13	1	1A	173	40	7		6
	2C	242		41	9	1						
	2B	208		32	7	3	2B	194	8	1		1
	2A	223		38	9		2A	112	8	1		
	3C	176		10	8	1						
	3B	141		5	4		3B	106	8			
	3A	131		8	13		3A	42	3			
	4C	117		13	5							
	4B	109		10	3		4B	82	4	1		
	4A	123		15	1		4A	49				
Totals.....		1,941		242	102	8			1,142	110	17	8

TABLE I—Continued

Subject	Central						East Side					
	Grade	Enrollment	No. of Pupils Taking Subject				Grade	Enrollment	No. of Pupils Taking Subject			
			1st Time	2nd Time	3rd Time	4th or More Times			1st Time	2nd Time	3rd Time	4th or More Times
Latin.....	1C	40		20	1	1	1B		57	26	3	1
	1B	45		8	5		1A		42	16	5	
	1A	22		9	3							
	2C	39		12	1		2B		25	5		1
	2B	32		5	5		2A		8	6		
	2A	39		10	2		3B-A		13	1		
	3C	16			2							
	3B	15		4								
	3A	9										
	4C	14		1	2							
	4B	12			1							
	4A	24			2							
Totals.....		307		69	24	1			145	54	8	2
French.....	1C	4					1B		24	1		
	1B	11					1A		12	3	1	
	1A	2										
	2C	27			3		2B		16	1		
	2B	31		3			2A		16	3	1	1
	2A	14		2	1							
	3C	20		1		1						
	3B	17			2							
	3A	25		4								
Totals.....		151		10	6	1			68	8	2	1
Spanish.....	1C	60		20	4		1B		31	8		1
	1B	104		24	3		1A		22	2	1	1
	1A	49		8	5							
	2C	51		16			2B		17	3		
	2B	41		11	2		2A		10	5		
	2A	40		13	6							
	3C	11		2	1		3B		11			
	3B	18		3			3A		15			
	3A	19		2	1							
Totals.....		393		99	22				106	18	1	2
German.....	1C	27		6			1B		16	1		
	1B	62		8	2		1A		16	1		
	1A	39		10	2							
	2C	42		7								
	2B	28		2								
	2A	17										
	3C	14		1								
	3B	12		1	1							
	3A	7										
Totals.....		248		35	5				32	2		
History:												
European.....	2C	141		29	7	2	2B		122	13	5	
	2B	109		24	2	3	2A		64	4		
	2A	62		8	1	1						
	3C	44		8	1							
	3B	62		5	3		3B		22			
	3A	36		2			3A		20	3		
	4C	55		14								
	4B	39		7	2		4B		55	1		
	4A	44		12			4A		20			
Prob. Democracy							4B		55	1		
Economics.....	4C	102		15								
	4B	106		15	2							
	4A	98		18	2		4A		60	2		
Civics.....	1C	108		61	6	1						
	1B	181		15	5	1	1B		287	61	7	2
Totals.....		1,189		233	31	8			705	85	12	2

TABLE I—Continued

Subject	Central						East Side					
	Grade	Enrollment	No. of Pupils Taking Subject				Grade	Enrollment	No. of Pupils Taking Subject			
			1st Time	2nd Time	3rd Time	4th or More Times			1st Time	2nd Time	3rd Time	4th or More Times
Science:												
Physiology.....	1B	100		5	1							
	1A	92		24	1		1A		182	53	5	1
Biology.....	2C	16		2								
	2B	10		2								
	2A	15		6								
Physics.....	3C	68		28	9							
	3B	40		13	6		3B		41	10		
	3A	37		6	1		3A		31	4		
Chemistry.....	4C	27		2	1							
	4B	34		3			4B		33	1		
	4A	9		2			4A		8	3		
Totals.....		448		89	19				295	71	5	1
Mathematics:												
Algebra.....	1C	77		40	13	1						
	1B	105		14	14		1B		73	29	1	2
	1A	66		17	6	1	1A		48	10	4	1
	2C	117		24	13	1						
	2B	112		9	7							
	2A	55		9	2							
Tech. Math.....							1B		100	27		1
							1A		43	12	1	1
							2B		24	9		1
Plane Geom.....	3C	54		9	7	1	2B		57	15		3
	3B	44		16	5		2A		34	10	1	1
	3A	36		6	2							
Int. Algebra.....							3		7	3		
Trigonometry and	4C	10					4B		10	5		
Solid Geom.....	4B	20					4A		28	1		
	4A	11										
Totals.....		707		144	69	4			426	121	7	10
Commercial:												
Arithmetic.....	1C	56		23	1							
	1B	173		3	8		1B		139	31	7	
	1A	43		6	1	1	1A		76	16	3	1
Bookkeeping.....	1C	65		39	4							
	1B	132		9			1B		48	8		
	1A	48		18	1		1A		31	7		
	2C	110		29	4							
	2B	95		17	3	1	2B		38	7	1	
	2A	85		11	2	3	2A		24	4		
Com'l Geog.....	2C	91		20	2	3						
	2B	109		17	9		2B		108	14	1	
	2A	105		21	4		2A		70	5	1	
Com'l Law and	3C	67		5	4	1						
Hist. of Com.....	3B	50		2	1		3		41	4		
	3A	59		11	3		3		19	3	2	
Stenography.....	1C	74		22	3							
	1B	68		18	3		1B		157	16	2	
	1A	43		15	2		1A		37	16	1	
	2C	61		15	2							
	2B	48		7	1		2B		116	7		
	2A	31		2			2A		67			
Typewriting.....	1C	65		14	1							
	1B	58		10	3		1B		132	13	3	
	1A	44		11	4		1A		75	12		
	2C	61		15	2							
	2B	48		7	1		2B		110	8	1	
	2A	31		2			2A		68			
Penmanship.....							1B		164	6		
							1A		94	10		
Totals.....		1,920		369	69	9			1,614	187	22	1

TABLE I—Continued

Subject	Central						East Side					
	Grade	Enrollment	No. of Pupils Taking Subject				Grade	Enrollment	No. of Pupils Taking Subject			
			1st Time	2nd Time	3rd Time	4th or More Times			1st Time	2nd Time	3rd Time	4th or More Times
Shop.....	1C	56		30	3		1B		112	3		
	1B	50		3	1							
	1A	31		13	2		1A		48	4		
	2C	29		3	2							
	2B	15			1		2B		37	2		
	2A	14		1	1		2A		40			
	3C	13		2	1							
	3B	18		3			3B		15			
	3A	9					3A		10			
Totals.....		235		55	11				262	9		
Music.....			Not Reported				1B		24			
							1A		9			
							2B		9			
Total.....									42			
Art:												
Applied Art.....			Not Reported				2B		28	2		
							2A		21	1		
Freehand Draw.....			Not Reported				1st		5			
							2nd		16			
							3rd		31			
							4th		17			
Freehand Draw.....							B		16			
Com.....			Not Reported				A		11			
									10			
Arts.....			Not Reported						2			
Advertising.....			Not Reported				B		14			
							A		7			
Totals.....									178	3		
Sewing.....							2B		28			
							2A		18			
			Not Reported				4B		16			
							4A		25			
Total.....									87			
Cooking.....							1B		59	1		
			Not Reported				1A		42	1		
Totals.....									101	2		
Mech. Draw.....							1B		136	13		1
							1A		81	6		
							2B		44	2		
			Not Reported				2A		35	1		
							3B		16			
							3A		19			
							4B		25			
							4A		5			
Totals.....									361	22		1
Arch. Draw.....			Not Reported						7			

TABLE II

NUMBER TAKING MAJOR SUBJECTS SECOND TIME ACCORDING TO
NUMBER OF SUBJECTS

Barringer						South Side					
Grade	Enrollment	No. of Pupils Taking Second Time				Grade	Enrollment	No. of Pupils Taking Second Time			
		1 Major Subject	2 Major Subjects	3 Major Subjects	4 or More Major Subjects			1 Major Subject	2 Major Subjects	3 Major Subjects	4 or More Major Subjects
1B	275	1	7	39	42	1B	223	1	6	19	9
1A	322	76	84	40	14	1A	211	47	37	11	1
2B	306	79	72	26	18	2B	363	82	49	46	12
2A	261	67	68	16	10	2A	299	94	47	17	3
3B	195	46	54	16	11	3B	220	85	41	10	2
3A	196	55	38	16	3	3A	168	47	20	8	2
4B	126	31	21	7	7	4B	141	38	19	3	-----
4A	155	46	9	7	5	4A	108	21	5	3	-----
Totals	1,836	401	353	167	110		1,733	415	224	117	29

Central						East Side					
Grade	Enrollment	No. of Pupils Taking Second Time				Grade	Enrollment	No. of Pupils Taking Second Time			
		1 Major Subject	2 Major Subjects	3 Major Subjects	4 or More Major Subjects			1 Major Subject	2 Major Subjects	3 Major Subjects	4 or More Major Subjects
1C	126	-----	38	22	17	1B	383	11	12	18	18
1B	274	-----	23	17	2	1A	291	66	36	13	6
1A	97	-----	19	13	3						
2C	277	-----	54	23	10	2B	236	60	34	4	4
2B	312	-----	37	18	4	2A	117	35	10	-----	1
2A	197	-----	25	14	3						
3C	217	-----	39	13	3	3B	81	17	10	1	2
3B	238	-----	23	10	3	3A	65	13	3	2	-----
3A	50	-----	23	7	3						
4C	164	-----	20	8	1	4B	54	12	8	2	1
4B	115	-----	23	8	2	4A	62	5	-----	1	-----
4A	136	-----	18	5	-----						
Totals	2,203	-----	342	158	51		1,289	219	113	41	32

TABLE III
NUMBER TAKING MAJOR SUBJECTS THIRD TIME ACCORDING TO
NUMBER OF SUBJECTS

Barringer						South Side					
Grade	Enrollment	No. of Pupils Taking Third Time				Grade	Enrollment	No. of Pupils Taking Third Time			
		1 Major Subject	2 Major Subjects	3 Major Subjects	4 or More Major Subjects			1 Major Subject	2 Major Subjects	3 Major Subjects	4 or More Major Subjects
10	175	1	1	0	0	10	115	1	0	0	1
11	167	0	0	0	0	11	141	0	0	0	0
12	166	0	0	0	0	12	165	0	0	0	0
13	166	0	0	0	0	13	200	0	0	0	0
14	200	0	0	0	0	14	176	0	0	0	0
15	165	0	0	0	0	15	158	0	0	0	0
16	165	0	0	0	0	16	147	0	0	0	0
17	170	0	0	0	0	17	147	0	0	0	0
18	170	0	0	0	0	18	148	0	0	0	0
19	170	0	0	0	0	19	147	0	0	0	0
20	170	0	0	0	0	20	148	0	0	0	0
Totals	1,880	12	12	0	0	Totals	1,763	22	0	0	1

General						East Side					
Grade	Enrollment	No. of Pupils Taking Third Time				Grade	Enrollment	No. of Pupils Taking Third Time			
		1 Major Subject	2 Major Subjects	3 Major Subjects	4 or More Major Subjects			1 Major Subject	2 Major Subjects	3 Major Subjects	4 or More Major Subjects
10	120	0	0	0	0	10	107	0	0	0	0
11	114	0	0	0	0	11	100	0	0	0	0
12	114	0	0	0	0	12	110	0	0	0	0
13	114	0	0	0	0	13	110	0	0	0	0
14	114	0	0	0	0	14	110	0	0	0	0
15	114	0	0	0	0	15	110	0	0	0	0
16	114	0	0	0	0	16	110	0	0	0	0
17	114	0	0	0	0	17	110	0	0	0	0
18	114	0	0	0	0	18	110	0	0	0	0
19	114	0	0	0	0	19	110	0	0	0	0
20	114	0	0	0	0	20	110	0	0	0	0
Totals	1,200	0	0	0	0	Totals	1,200	0	0	0	0

TABLE III—Supplementary

East Side						East Side					
Grade	Enrollment	No. of Pupils Taking Fourth Time				Grade	Enrollment	No. of Pupils Taking Fifth Time			
		1 Major Subject	2 Major Subjects	3 Major Subjects	4 or More Major Subjects			1 Major Subject	2 Major Subjects	3 Major Subjects	4 or More Major Subjects
1A	291	2	1	2	—	1B	383	—	—	—	—
2B	236	4	1	—	—	1A	201	1	—	—	—
2A	117	—	—	—	—	2B	236	—	—	—	—
3B	81	—	1	—	—	2A	117	—	—	—	—
3A	65	4	—	—	—	3B	81	1	—	—	—
Totals	790	13	3	2	—	3A	65	—	—	—	—
						4B	54	—	—	—	—
						4A	62	—	—	—	—
						Totals	1,289	2	—	—	—

High school records are measured usually in *points*. Data have been collected showing the retardation in the respective schools measured in *points*. These tables are too lengthy for this report. Suffice to say that if a pupil has been in a school 16 terms he has had the time to make 64 major points. He has then been in the school 8 years instead of 4 years. If in the 8 years only 25 points have been earned the pupil lacks 39 of the number he should have earned in the time. But he has actually earned 25 of the 32 required. If it has taken 8 years to earn 25 points it is unknown how many more years it will take to earn the remaining required 7. On this basis the schools report as follows:

The Barringer School reports for April 1924 an enrollment of 1885, with 695 not retarded and 1194 retarded, of whom more than one-fourth are from all-year schools.

The East Side School reports an enrollment of 1325, with 513 not retarded and 810 retarded, of whom 314 are from all-year schools.

The South Side School reports an enrollment of 1732, with 740 not retarded and 992 retarded. There are very few pupils in this school from all-year schools.

The Central School reports an enrollment of 2134, with 621 not retarded and 1517 retarded, of whom 615 are from all-year elementary schools.

Central is an all-year technical high school. East Side is also a technical high school but not an all-year school. The ratio of retardation should be as 3 to 2. East Side has 810. Central should have on this basis only 1215, but she has 1517—a most unsatisfactory condition.

Omitting here the discussion of the failure of the acceleration scheme of the all-year schools, the other main causes for the retardation of pupils in high schools are irregular attendance, foreign parent-

age, gross negligence, social parties, mental inferiority. There are other causes but they are comparatively unimportant when the aggregate is under consideration. Some of the main causes may be removed, such as social parties, gross negligence, and irregular attendance; that is, pupils, if under parental control, should be able to remove all cause of criticism of their high school work. There is lack of thought oftentimes as to the expense involved to the city by the neglect of school work. Parents assume that children may dawdle over their work, or make it of secondary importance, and that no one suffers. A pupil who takes eight years to complete a high school course has cost the city twice as much as he ought to have cost it. Two pupils should have been educated for the sum paid for one. This principle is very important and must be more generally recognized than it is.

Principals of high schools were requested to comment on conditions in their respective schools and to make suggestions for remedying the same. The following excerpts are from their letters:

Wayland E. Stearns, Principal of Barringer:

I trust that I may not be misunderstood when I say that many pupils are permitted to enter the high school who have reached the limit of their ability.

Many pupils come to the high school who are not fitted for the type of work laid out for this school to do. They are in the wrong pew.

In the upper grades pupils fail because they do not work.

I think the double session of school is partly responsible for this. You might possibly expect that with a larger part of the afternoon free this would not happen, but it does. We had better results with the old schedule of hours. Many morning pupils have a partial schedule in the afternoon; on the other hand, many afternoon pupils have to come up in the morning for a part of their schedule. This makes for more or less irregularity and confusion.

With the five period teaching schedule for the teachers and a five period day for the school, pupils have less time in school for study and it is more difficult for teachers to get hold of pupils to make up deficiencies. Frequently there is no vacant room in which teachers may meet their pupils.

Undoubtedly some failures are due to injudicious teaching but this percentage is not larger than might be expected in a large system and does not contribute materially to the aggregate failures.

In my judgment, more discrimination in admitting pupils to the high school, a stronger urgency that pupils should enter a type of school for which they are fitted, better school facilities, a more vigorous insistence on adequate home study would help to diminish the number of failures.

If it were legally possible a charge of tuition for those failing to make their grade in two terms would help a lot.

William Wiener, Principal of Central High:

I herewith recommend that restoration classes be formed under teachers competent to deal with the conditions mentioned in your favor of December 15, 1923. I further recommend that these classes be under the general direction of the Heads of Departments, and that proper provision be made for the Heads of Departments to devote a larger portion of their time to departmental activities and

supervision than is allowed under the present plan of organization, by a reduction of the number of teaching hours required of them.

I offer the further recommendation that continuous, careful investigation be made as to preparation necessary for entering students to pursue the first year subjects in the curricula. This involves considerable research, and such research should be encouraged, and provision made for the same under the direction of the principals of the respective junior high and senior high schools.

Thomas F. Kennedy, Principal of South Side:

Better classification of pupils according to mental ability and interests before entering high school.

A pupil of low mental ability should not be permitted to enter a classical high school. Many of our pupils really belong in the vocational schools.

At the end of the first year pupils who are proved to be misfits should be compelled to transfer to courses better suited to their ability.

We should recognize the varying ability of high school pupils.

(a) Subject matter should be adapted to the ability of the pupils.

(b) At the end of the course two grades of diplomas should be given or diplomas and certificates. Only those pupils earning diplomas to be considered college and normal school material.

Smaller classes with opportunity for individual instruction.

Tuition should be charged for all repeated subjects, except in case of the illness of the pupil. We are convinced that this would reduce the repeated subjects by more than half.

We doubt the wisdom of the present compulsory educational law. It keeps a large number of boys in school who have no intention of doing any work and are only here to loaf. Their bad influence in the school cannot be overestimated.

Eli Pickwick, Jr., Principal of East Side:

Our teachers are honestly doing all in their power to help pupils make good on the first trial of a subject, and deeply deplore the fact that the number of repeaters is so large. Both teachers and principal have much concern over the subject. As preventive measures we are:

Trying to make the message in each lesson clear and understandable.

Seeking to point out the best method of approach to the study of a lesson.

Showing how to get the thought of the printed page transferred to the mind of the pupils. In this endeavor every teacher is asked to devote a part of each lesson time during the first month of the term to teaching how to study the lesson. This feature is especially stressed with first year pupils and in taking up a new subject in any year.

Advising and trying to enlist the cooperation of the parents in lesson preparation.

Endeavoring to impress on pupils the great need of doing a day's work every day. Seeking to make them feel that the first unprepared lesson is the first step toward failure.

Checking up and warning all pupils who are not doing passing work at the end of the first two weeks, then again at end of first and second months.

Opening classes in the morning session for the help of afternoon pupils, and in the afternoon for the morning pupils.

Transferring pupils not suited for the work of one curriculum to that of another.

It might be a good plan when pupils who have done their best in a subject and yet have failed it the second time because they have not yet found themselves in that subject to let them go on to something else and then later return for a third trial. Pupils, however, who have failed a subject twice because of inattention to it should be obliged to pay for the privilege of a third or any additional trial. This method would elicit interest on the part of the parent, and the pupil who can do, but won't do, will likely be made to do.

The present high school curricula were planned to fit pupils of a mental age of fourteen or thereabouts. It therefore seems reasonable to suppose that if pupils are sent to high school at a mental age much below fourteen that we must replan our work to fit the lower mentality or there will always be, for this reason, a large amount of marking time, which results in subjects repeated. A readjustment of curricula content would mean lengthening the period of high school education because pupils who are graduated from our high schools must be of college entrance grade, for whether they prepare for schools of higher learning or not their education must be equivalent to the college goer in the power to do independent thinking along the chosen line or the education is not of high school grade. Of the 984 whose 8A intelligence tests were received this month, January 1924, at the East Side High School, only 304 had a "B" score, which entitled them to be in the eighth year. This means that 70% of this group from which we are to receive pupils February 1 are of a mentality lower than that for which the high school work was planned.

Perhaps we ought not to rush pupils through the grades, so that they finish at so early an age because they are not able successfully to continue in high school, and they are too young to take out "age and schooling" papers. It might make for better all around citizens, if there were little or no traditional academic work offered in our elementary schools during the summer session but give such work as would tend to make the children grow physically through free and directed play, and would acquaint them with the primal processes of building, manufacturing, industry, agriculture, and commerce through first hand contact with these subjects in the shops, kitchens, gardens, together with such schoolroom activities as would grow out of their concrete studies.

In the high schools, there are many pupils who seem to come to the limit of their capacity for book work, and if they are to keep on growing, the stimulus must come from some other source. The pupils in many cases might better be put to work, for no good comes of idling away time. A youth should be at work, and if he will not work in school then he should find work outside.

The suggestions made by the several principals call for the following explanatory comment:

The suggestion made by three principals of high schools that pupils be obliged to pay when it is necessary for them to repeat a subject a second time—that is, to take it three times—will prove vexatious and difficult to enforce. It seems to be in conflict with the purposes of public education.

Restoration classes are now permissible, but their number must be within reason. No additional provision needs to be made for them.

Proposed investigations can be adequately made by the Department of Reference and Research.

We are furnishing guidance in the selection of schools and curricula.

Two grades of diplomas would cheapen the high school diploma.

Teachers in the high schools are earnestly trying to help the students, but their efforts are discounted and relatively ineffective because of conditions over which they have no control.

The Compulsory Education Law requires that pupils attend schools until they are sixteen years of age. The Superintendent believes that many pupils now in high schools should be in the elementary schools where their age and mentality show they should be.

The urge for solving the problem of retardation in elementary schools has caused all schools to graduate some poorly prepared pupils. The solution of the problem from this angle requires that children in these schools shall be classified and taught according to their mentality. There are some administrative difficulties in the matter of classification on an "intelligence basis" above the first grade in high schools.

The all-year schools have been sending many young pupils—both chronologically and mentally young—into high schools and many old, inferior pupils inadequately prepared for secondary work.

10. ALL-YEAR SCHOOLS. Since the last published report of the Superintendent of Schools he has made an exhaustive investigation, much too comprehensive for inclusion herein, of the all-year elementary and secondary schools, his faith in them having been shaken by the quality of their work and by the failure of the graduates of the all-year elementary schools in the traditional high schools.

The all-year schools include special, elementary, and a junior and a senior high school—a complete system within the school system itself. This fact alone adds to the complexity of the school organization and causes many difficulties in the management of the schools. The Superintendent's survey makes it perfectly clear and convincing that the two systems cannot exist together—either all schools should be all-year or there should be no all-year schools in the same school system.

The special schools are the schools for tubercular and for crippled children, the Building Trades, and the Boys' Vocational Schools. These schools are open all the year for reasons applicable to them and to their work alone. The tubercular children are primarily patients, and it is inadvisable to discontinue their treatment and their educational training during the summer vacation period. The crippled children, too, are handicapped children and need the orthopedic treatment and educational opportunity in July and August as well as at other times of the year. They do not enter school as early as normal

children and their health often interrupts their work for months at a time. The instruction is largely individual and the organization creates no difficulties of administration. The boys' vocational schools are organized on a plan of two six-month terms in a year and the schools are operated continuously to make the work and conditions conform to those which are common in the trades. The purpose of these schools is to give increased service by the extension of time into the summer months in order to *make up lost time or to improve and strengthen the work of pupils*. The teachers remain throughout the year; there is no appreciable loss of pupils; there are no upheavals by frequent reorganizations; *there is no attempted acceleration or effort to force the educational process*. The schools demonstrate that pupils may attend school without injury to their health in the summer time as well as at any other time of the year. These schools have a different form of organization from the one commonly called all-year, although the schools are open all the year. None of the special schools are all-year schools in the technical sense.

The all-year plan was designed primarily to accelerate the progress of children through the schools and is shown in comparison with the traditional plan in the chart on page 81.

Of the two plans one has two terms of five months each; the other, four terms of three months each in every calendar year. The work done in ten months in one is approximately equal to that done in nine months in the other, the omission of reviews, two formal examinations, and details of subject matter making this theoretically possible. The work of eight years is to be done in six years. He who entered the traditional school in September 1912 would have been able, according to the theory, to enter high school in September 1920, but he who entered the all-year school would have been able, according to the theory, to enter high school in September 1918, two full years ahead of his contemporary.

A careful examination of the theory of all-year schools as formulated and published in various reports of the Board of Education reveals that emphasis was laid upon these supposed beneficial claims:

- (a) That two years' time may be saved to pupils.
- (b) That the health of pupils and teachers will not be injured by school work done in summer time.
- (c) That pupils will be able to enter the vocational schools and begin an industrial career at an earlier time.
- (d) That many more pupils will be able to finish the elementary course and have the benefit of high school education.
- (e) That the school plant may be more fully utilized.
- (f) That it will reduce costs by relieving congestion due to the rapid flow of pupils through the schools.

The all-year schools are located in sections where the foreign born live. The social conditions immediately affecting the schools, located as they are in neighborhoods not only greatly congested but unfavor-

Comparison of Progress in All-Year and Traditional Schools

2 ND YEAR	SEPT. 1920			SEPT. 1920	8 TH YEAR
	JUNE 1920		8A	JULY 1920	
	MAR. 1920			FEB. 1920	
	DEC. 1919		8B	SEPT. 1919	
1 ST YEAR	SEPT. 1919			JULY 1919	7 TH YEAR
	JUNE 1919		7A	FEB. 1919	
	MAR. 1919			SEPT. 1918	
	DEC. 1918		7B	JULY 1918	
6 TH YEAR	SEPT. 1918			FEB. 1918	6 TH YEAR
	JUNE 1918	8A		SEPT. 1917	
	MAR. 1918	8B	6A	JULY 1917	
	DEC. 1917	8C		FEB. 1917	
5 TH YEAR	SEPT. 1917	7A	6B	SEPT. 1916	5 TH YEAR
	JUNE 1917	7B		JULY 1916	
	MAR. 1917	7C	5A	FEB. 1916	
	DEC. 1916	6A		SEPT. 1915	
4 TH YEAR	SEPT. 1916	6B	5B	JULY 1915	4 TH YEAR
	JUNE 1916	6C		FEB. 1915	
	MAR. 1916	5A	4A	SEPT. 1914	
	DEC. 1915	5B		JULY 1914	
3 RD YEAR	SEPT. 1915	5C	4B	FEB. 1914	3 RD YEAR
	JUNE 1915	4A		SEPT. 1913	
	MAR. 1915	4B	3A	JULY 1913	
	DEC. 1914	4C		FEB. 1913	
2 ND YEAR	SEPT. 1914	3A	3B	SEPT. 1912	1 ST YEAR
	JUNE 1914	3B		JULY 1912	
	MAR. 1914	3C	2A	FEB. 1912	
	DEC. 1913	2A		SEPT. 1911	
1 ST YEAR	SEPT. 1913	2B	2B	JULY 1911	1 ST YEAR
	JUNE 1913	2C	VACATION	FEB. 1911	
	MAR. 1913	1A	1A	SEPT. 1910	
	DEC. 1912	1B		JULY 1910	
	SEPT. 1912	1C	1B	FEB. 1910	

able to a high degree, are similar to those generally found in manufacturing centers of America, where the people are huddled together in tenement houses. The children are handicapped in their normal development by the conditions under which they live and are under-privileged in wholesome activities which contribute to their well-being.

The population of a large part of Newark is not only foreign born but heterogeneous. It represents many different home lands, a very large part being from southern and eastern Europe. The nationalities of children in the schools is shown in the following table:

Nationalities Enrolled in the Newark Schools¹

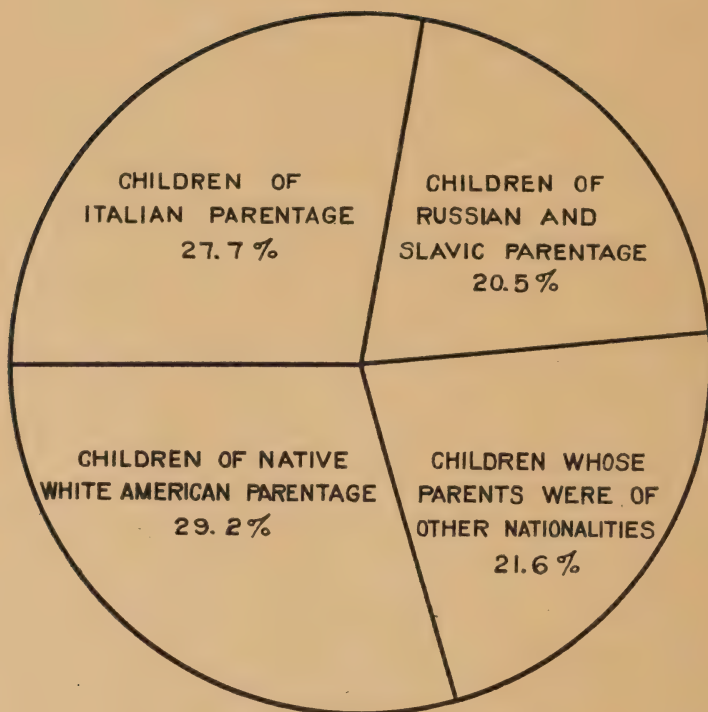
Name of Country	No. of pupils who were born in	No. of pupils whose fathers were born in	No. of pupils whose mothers were born in
United States (White).....	63,832	20,898	23,414
United States (Colored).....	3,202	3,163	3,150
British Isles (including Canada and Australia)	427	2,390	2,273
Scandinavia (including Nor- way, Sweden, Denmark, and Iceland)	18	344	311
Finland (including Finns, Esths, and Lapps)	1	18	11
Switzerland	13	77	61
Holland and Flanders.....	15	86	71
Germany	120	2,767	2,397
France and the French portion of Belgium	36	202	191
Spanish Countries (including Spain, South America, Cuba, Mexico, and Porto Rico)....	56	79	90
Portuguese Countries (includ- ing Portugal and Brazil).....	19	35	34
Greece	71	297	287
Western Slavic and Jugo- Slavic Countries (including Poland, Czecho - Slovakia, Moravia, Croatia, Serbia, Montenegro, etc.)	545	4,267	4,272
Austria	281	4,504	4,406
Russia (including Central Rus- sia, Northern Russia, Uk- raine, Ruthenia, Lithuania, and Letts)	1,046	10,441	9,887
Hungary	115	1,234	1,309
Italy	1,613	19,817	18,521
Albania .....	.....	6	5
Rumania	45	706	634
Turkey and Arabia	6	12	19
Armenia and Syria.....	32	124	127
Other Asiatic Countries (in- cluding China, Japan, India, Persia, etc.)	44	50	48
Unknown nationality of parents	.....	20	19
Total.....	71,537	71,537	71,537

¹ Nationality and Age-Grade Survey, Public Schools of Newark, N. J., p. 11

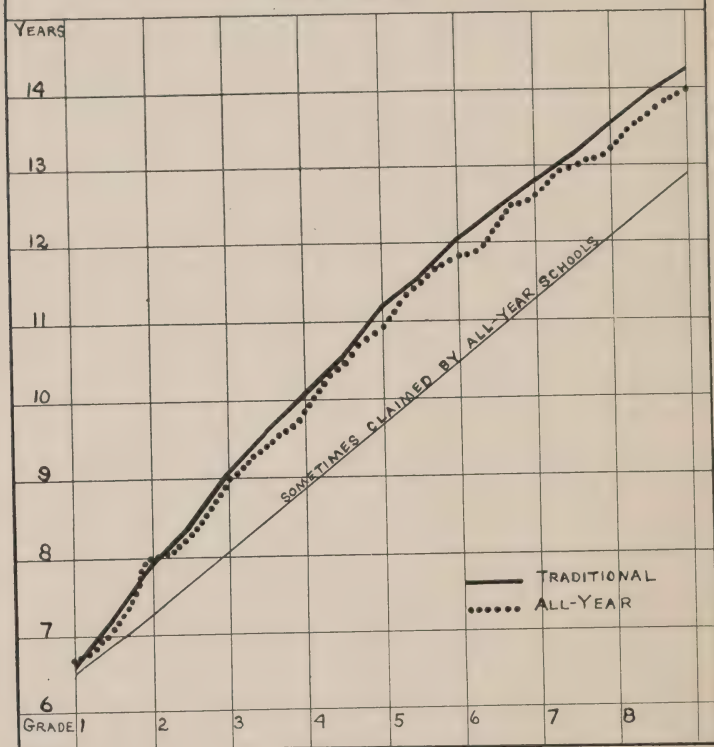
The survey of the school enrollment shows the significant fact that 27.7% of Newark's school population had fathers born in Italy; 20.5%, fathers born in Russia and in Slavic countries; 29.2%, native white American fathers; 21.6%, fathers of other nationalities and races. These facts are more clearly grasped from the graph on page 84.

The enrollment in each all-year elementary school and in a companion traditional school in contiguous territory was contrasted by tables of the percentages of children of the different nationalities enrolled and by graphs of the same for each school. Every one of the schools had a large enrollment of children of non-American lineage, varying in the percentages of different foreign nationalities—a most heterogeneous clientele. Some of the schools had a larger percentage of children of native white American fathers than others; one school had 95.75% of its enrollment of Italian fathers, another 73.03%, another 69.35%, another 76.18%, another 56.39%; one school had 75.13% of its children of Western Slavic, Austrian, Russian, and Hungarian fathers, another 58.65%, another 51.24%. The eight companion traditional schools had enrollments of the same general character, but varying in the percentages. The tables of the languages spoken by the mothers in the homes of the children in the several schools show that the children of Belmont Avenue School heard twelve different languages in their respective homes; Newton Street, nine; Webster Street, twelve; Abington Avenue, eleven; Lafayette Street, fifteen; McKinley, chiefly Italian, four; Wilson Avenue, fourteen; Cleveland, twelve. Considering the needs of these children the *speeding up* or *accelerative process* of the all-year school is not justified. It is unreasonable and unjust to the children. These children should have a longer rather than a shorter time in which to do an eight-year course; they should have a longer term than five months to do the work of a grade instead of three months as in the all-year schools.

The great handicap of different languages to these children is evident without much consideration of their general intelligence and mental ages. The last, however, is an important factor in considering their welfare. Because of limited clinical facilities it was not possible to give intelligence tests to 14,558 pupils in the all-year schools and 13,095 pupils in the eight companion traditional schools. Such a test was given in February 1923 to all pupils in grades one to four in one school, and they have been given to the graduating classes of all schools for a number of years. It is reasonable to base a judgment of the mentality of the children in these schools, since the graduates are the "pick" of the schools—at least, they are the survivors of the accelerative process and presumably the most fit. The psychological tests show that the children of all-year schools are mentally younger than the children of the eight companion traditional schools and that they are, *in general*, of inferior intelligence to the children in the companion traditional schools. Such pupils as these are not the ones to select for acceleration, for they should surely stay longer in elementary



AVERAGE AGE AT ENTRANCE TO GRADE



schools rather than be sent to the high schools where the work is less what they need than the work of the elementary schools.

In the all-year schools 73.7% of the children on roll were under twelve years of age while in the traditional companion schools 71.2% of the children were of the same ages. The percentages of children twelve to sixteen years of age in the respective types of schools were 25.9% and 28.2%: those sixteen to nineteen years of age were .4% and .6%.

The number of pupils *under age*, *normal age*, and *over age* in the several grades is summarized thus:

Schools	On roll	Pupils under age	Pupils normal age	Pupils over age
All-Year	14,558	3588 or 24.7%	6393 or 43.9%	4577 or 31.4%
Traditional	13,095	2957 or 22.6%	5842 or 44.6%	4296 or 32.8%
Difference		+ 2.1%	— .7%	— 1.4%

There are greater percentages of *over age* and *normal age* pupils in the traditional schools.

It is clear, from this and other tables of the survey not here included, that the all-year schools have younger pupils than the traditional schools.

Further, in the traditional schools throughout the city, pupils entered the first and second grades at a younger age than in the all-year schools. The kindergartens and first grades of all-year schools hold the children longer because of the children's ignorance of English and of lack of relative development. Except in these cases and the third year where they are of the same age on entering the grade in both types of schools, the children are younger in all-year when they enter the different grades than in traditional schools.

The Age-Grade Survey¹ shows the average ages at entrance to each grade to be

Grade	All-Year Schools		Traditional Schools	
	Yr.	Mo.	Yr.	Mo.
1	6	7	6	6½
2	7	11	7	10½
3	9	0	9	0
4	9	11	10	1
5	11	0	11	2½
6	11	9½	12	1
7	12	8	12	9½
8	13	2½	13	6½
At graduation	14	0	14	2

The pupils of all-year schools, *en masse*, do not progress much faster through the grades than those of traditional schools, judging from the ages. At no point in the eight grades have they gained, as a grade unit, even as much as five months' advantage in age over pupils of traditional schools. The difference in ages at graduation was only two months while the theory calls for two years. No more convincing

¹ Nationality and Age-Grade Survey, Monograph No. 11, Board of Education Newark, N. J.

proof of the failure of the all-year schools to accelerate the masses, as expected, can be advanced. They do accelerate, however, a large group as will later appear, but the presence of 31.4% of *over age* pupils hides the fact.

These children do not do the same quality of work as the older children, grade for grade, in the companion traditional schools, or in groups of other foreign schools taken as a basis of comparison. That they do not do it is shown by the various surveys made by the Department of Reference and Research. It was found in these surveys that the additional two months each year does not result in even the same attainment in habit-forming subjects, although greater attainment ought to be expected from the two additional months each year. The memory work was not so disappointing, doubtless due to the fact that most of the children of all-year schools are in the formative period of childhood when memory is a predominant mental power. It was found that subjects requiring thought were less satisfactory in results than in traditional schools because the thought processes require greater maturity than these young children possess. The conditions are all easily explainable in view of the youth of many of the children—that is, omitting the over age group—and of the attempt to crowd their childish minds.

The general conclusion in regard to the work in the fundamental subjects in these two types of schools is that the all-year schools do mechanical, habit-forming or formal work better than thought work or work requiring reasoning. They are less efficient in reasoning or thought work than traditional schools, particularly in the upper grades. The reason for this is the difference in intellectual ability and in maturity.

Partisans of all-year schools assert that such schools should have only good experienced teachers. The thought is that talented teachers may improve the unsatisfactory work, but teachers cannot be selected for all-year schools on any other basis than for traditional schools. If they fail, it is regrettable. They are asked to resign as soon in one as in the other. Teachers in all-year schools work as earnestly as in traditional schools, but they have an impossible problem to solve. The talent of a teacher cannot overcome the weakness of moving *masses* of children into the upper grades before they are mature enough to do the work of these grades. They cannot go to school more months in the year than other children and at the same time work at a faster pace. Many of the children—those that are accelerated—are necessarily younger when they reach the work of the upper grades. They are too immature, too undeveloped, too *inexperienced* to do the work. The talent, the skill, the experience of a teacher cannot compensate for loss of requisite maturity, development, and experience in the child, and for the handicap of attempting ten months' work in nine. The amazing fact is that this required demonstration, before it could be believed.

There is excessive repetition in all-year schools. The study showed 25,898 repetitions of grades in eight all-year schools, or 1.967 per pupil on roll April 2, 1923, while there were only 7601 repetitions in the eight traditional schools or .638 per pupil on the same date. At the ratio of 3 to 2, (since the all-year school has three terms a year and the traditional school two) the number of repetitions per pupil in all-year schools, at the same rate as traditional schools, should be .957. The difference between 1.967 and .957 represents the number of excess repetitions per pupil in all-year schools; that is, 1.01 or 105%, or more than double the repetitions to be expected. This excess repetition in all-year schools shows that the immaturity of the pupils and the inferiority of the work done are retarding influences in the all-year schools. Teachers are evidently dissatisfied with the work done and are holding their pupils back. The time lost by repetitions in the all-year schools amounts to 8638 years while in the eight companion traditional schools it is 3800½ years. The promotion percentages are equally unsatisfactory and provide additional evidence of the condition. These repetitions and the low percentages of promotion tell the story of the failure to secure the acceleration of two years or any considerable part of two years *for the mass*.

More than half of the pupils on roll in all-year schools on April 2, 1923—the date selected for the study—entered the several schools below the first grade, namely, 53.1%, while 46.9% entered above the kindergarten, and 24.6% or less than one-quarter entered above the first year. This is a favorable showing for confirmation of the theory of the all-year schools. Certainly 75.4% of a school population started on its career in the schools before the end of the first year and each child under the control of a compulsory education law¹ until he reaches fourteen years of age creates a reasonable hope of shortening an eight-year course by two years.

The traditional schools were less fortunate than the all-year schools, since only 30.8% of their numbers entered the kindergarten. The largest number of their pupils entered the first year. Above the first year 33.3% entered, 66.7% having entered in kindergarten and first year. About one-third of the pupils of traditional schools entered above the first year as compared with one-fourth in all-year schools. This may be due to the fact that the traditional schools have a larger part of their clientele of native American parents, many of whom do not wish their children to begin school at so young an age as that of the kindergarten. These schools might, with more justification, use the *accelerative* scheme. The compulsory ages are 7 to 16 with the privilege of securing an "age and schooling" certificate at 14 if the 5A grade be completed.¹

It is a notable fact that 53.1% of the pupils in all-year schools began their work in the kindergarten and 38.7% in primary grades, while 30.8% and 57.5% of the pupils in traditional schools began in

¹ School Law of New Jersey, 1921, p. 111.

the corresponding sections of the schools: in the grammar grades 8.2% of pupils in all-year schools and 11.7% of pupils in traditional schools began in parallel groups.

Notwithstanding the more favorable condition for all-year schools, they are, it is claimed by their advocates, handicapped by the shifting population. Both types of schools are affected, however, by the same condition. The all-year school was established to accelerate pupils and it cannot do what it was intended to do—gain two years' time—with a shifting clientele, even though that be only one-quarter of its enrollment. During the period from July 1, 1922 to April 2, 1923, the enrollment in the eight all-year elementary schools was 17,255 and the number of pupils that withdrew from the schools was 3,349, or 19.4%, and 3,333, or 19.3%, new pupils were admitted in the time designated. This shifting of population influenced the eight traditional schools studied as companions of the all-year schools to a greater degree. The enrollment in them was 14,859 from which 3,082, or 20.7%, withdrew, and 3,905, or 26.3%, were added. Since the procession seems to be endless, the state of affairs may reasonably be regarded as likely to continue. To accelerate *the mass of children* two years in all-year schools is clearly impossible, but, it must be remembered, the all-year schools had better conditions than the eight companion traditional schools.

The children of all-year schools have not completed the course of study in six years as planned and as called for by the theory of all-year schools—a few have done so, but the futility of the effort for the masses is demonstrated to all unprejudiced and financially disinterested persons. The failure to accelerate *the mass of the pupils* as planned and hoped for condemns the plan as a failure. Statistics reported by the principals of all-year schools in reference to the time actually taken to complete the course in all-year schools by the children of the most recent classes graduated from these schools are here shown:

GRADUATES OF FEBRUARY 29, 1924—228

The number of children in this group that should not be considered because of late entrance to the schools is 62. They belong to the "shifting population". The remaining 166 took the time as shown in the margin to complete the course, 1C-8A.

Number of years taken to complete grades 1C-8A	Number who had attended a Newark public kindergarten		Number who entered Newark public schools not later than the beginning of 3C		
	Your own school A	Other public schools B	Your own school C	Other public schools D	
5½ accelerated	4 { 1	---	---	---	
5¾	2	1	---	---	
6 normal	12 { 8	1	2	1	
6¼	{ 6	1	1	1	
6½		1	5	2	
6¾		7	3	1	
7		9	5	3	
7¼		7	1	---	1
7½		1	2	5	2
7¾		6	3	2	1
8		13	11	2	4
8¼		3	---	---	---
8½ retarded		150 { 2	9	1	3
8¾		---	2	---	---
9		2	5	---	1
9¼		---	3	---	---
9½		1	1	1	2
9¾		---	1	---	---
10	---	1	---	---	
10¼	---	1	---	---	
10½	1	---	---	---	
11	---	1	---	---	
Total	166 69	53	22	22	
Number that spent whole time in one school.....69+22=91					
Number that were transferred from other Newark schools.....53+22=75					
Average time to complete course.....	A	B	C	D	All
Average time for whole city 8.03 years.	7.264	8.12	7.21	7.66	7.56

When only 16 of 228 children, or 7.01 per cent finish the course in six years as planned, and 62, or 27.1 per cent cannot be considered because of the "shifting population", and 150, or 65.7 per cent were retarded, having taken from 6¼ years to 11 years to finish the course, it requires a wild flight of the imagination to pronounce the plan successful or to offer any reason based upon common sense or judgment for its continued use.

GRADUATES OF MAY 31, 1924—273

The number of children in this group that should not be considered because of late entrance to the schools is 79. They belong to the "shifting population". The remaining 194 took the time as shown in the margin to complete the course 1C-8A.

Number of years taken to complete grades 1C-8A	Number who had attended a Newark public kindergarten		Number who entered Newark public schools not later than the beginning of 3C	
	Your own school A	Other public schools B	Your own school C	Other public schools D
5¾ accelerated	2	2	---	---
6 normal	10	4	3	3
6¾	182	5	8	1
6½		4	4	1
6¾		2	4	2
7		5	1	---
7¼		4	7	1
7½		2	---	1
7¾		5	1	2
8		3	---	1
8¼		4	3	2
8½		2	2	1
8¾		5	1	4
9		---	---	---
9¼		---	---	---
9½		1	1	---
9¾		1	---	---
10		1	---	---
10¼		---	---	---
10½		1	---	---
Total	194	96	35	19

Number that spent whole time in one school.....96+35=131
 Number that were transferred from other schools.....44+19= 63

	A	B	C	D	All
Average time to complete course.....	7.51	7.65	7.04	7.5	7.46
Average time for whole city 8.08 years.					

This class does not make so good a showing as the previous one. Of the 273 children, 79 or 28.9% could not be considered because they belonged to the "shifting population", 12, or 4.3% finished in six years or less, and 182, or 66.6% took from 6¾ to 10½ years to complete the course planned to be given in 6 years. Cause for dissatisfaction with the all-year plan is accumulative as notably shown in the comparison below:

	Class of	
	February, 1924	May, 1924
Per cent of graduates belonging to "shifting population"	27.19	28.94
Per cent of graduates completing course in 6 years or less.....	7.02	4.39
Per cent of graduates completing course in 6¾ to (a) 11 years, (b) 10½ years.....	(a) 65.79	(b) 66.67

This is truly deplorable!

But, how does this showing compare with that of the traditional schools?

To answer this question the principals of the respective schools reported statistics of the time actually taken to complete the course in traditional schools by the children of the most recent classes graduated from these schools as here shown:

GRADUATES OF TRADITIONAL SCHOOLS, JANUARY 31, 1924—1934

Number not considered because of late entrance..... 328

Number who took time shown in margin to complete course.....1006

Number of years taken to complete grades 1B-8A	Number who had attended a <i>Newark public</i> kindergarten		Number who entered <i>Newark public</i> schools not later than the beginning of 3B	
	Your own school A	Other public schools B	Your own school C	Other public schools D
6	2	---	2	3
6 $\frac{1}{4}$	---	---	---	---
6 $\frac{1}{2}$	12	5	14	12
6 $\frac{3}{4}$	---	---	---	---
7 accelerated 356	33	19	18	19
7 $\frac{1}{4}$	---	2	1	5
7 $\frac{1}{2}$	73	61	38	35
7 $\frac{3}{4}$	---	---	1	---
7-7 mo.	---	---	1	---
8 normal 259	104	85	28	42
8 $\frac{1}{4}$	---	---	---	---
8 $\frac{1}{2}$	59	75	24	25
8 $\frac{3}{4}$	---	1	---	---
9	36	41	11	12
9 $\frac{1}{4}$	---	---	1	---
9 $\frac{1}{2}$	18	27	8	15
9 $\frac{3}{4}$ retarded..... 391	---	---	---	---
10	7	10	---	4
10 $\frac{1}{4}$	---	---	---	---
10 $\frac{1}{2}$	7	4	---	2
10 $\frac{3}{4}$	---	---	---	1
11	---	1	1	---
12	---	1	---	---
Total .....1006	351	332	148	175

	A	B	C	D	All
Average time to complete course.....	8.09	8.30	7.83	7.99	8.1
Average time for whole city 8.03 years.					

GRADUATES OF TRADITIONAL SCHOOLS, JUNE 27, 1924-1512

Number not considered because of late entrance..... 337
 Number who took time shown in margin to complete course.....1175

Number of years taken to complete grades 1B-8A	Number who had attended a Newark public kindergarten		Number who entered Newark public schools not later than the beginning of 3B		
	Your own school A	Other public schools B	Your own school C	Other public schools D	
5½	3	accelerated 392
6	2	6	2	3	
6¾	.....	3	8	1
6½	5	9	2	18	
6¾	.....	.....	.....	.....
7	29	42	29	31	normal 294
7¼	1	2	2	3	
7½	66	64	29	25	
7¾	2	3	1	1	
8	93	105	56	40	
8¼	4	5	retarded..... 489
8½	53	74	18	24	
8¾	3	6	1	3	
9	35	59	14	16	
9¼	2	.....	.....	.....
9½	28	28	1	12	
9¾	5	6	.....	.....
10	16	30	3	8	
10¼	.....	3	.....	.....
10½	8	4	1	3	
10¾	.....	1	.....	.....
11	1	10	.....	2
11½	.....	1	.....	.....
12	.....	.....	.....	1
Total	1175	460	170	196	
Average time to complete course.....	8.28	8.35	7.76	8.01	8.19

Average time for whole city 8.08 years.

The class of January 1924, 1334 children, graduating from the traditional schools of the city, contained 328 children, or 24.6%, who belonged to the "shifting population"; 615 children, 46.1%, were graduated in 8 years or less; 391, or 29.3% were retarded, having taken from 8¼ to 12 years to complete the course.

The class of June 27, 1924, 1512 children, graduating from the traditional schools of the city, contained 337 children, 22.3%, who belonged to the "shifting population" and were not considered; 686 children, 45.4%, were graduated in 8 years or less; 489 children, 32.3%, were retarded, having taken from 8¼ to 12 years to complete the course as shown in the margin.

A comparison of these two classes shows a decrease rather than an increase in the "shifting" of the children—a decrease of .7% in those completing the course in 8 or less years—and an increase in per-

centage of retardation. It must be remembered, however, that these schools were not organized to reduce retardation and to accelerate the children by two years, as were the unsuccessful all-year schools.

	Class of	
	Feb. 1924	June 1924
Per cent. of graduates that were "shifters".....	24.6	22.3
Per cent. of graduates completing course in 8 years or less	46.1	45.4
Per cent. of graduates completing course in 8½ to 12 years.....	29.3	32.3

It is a noteworthy and significant fact that the traditional schools graduated in February 1924, 356 children, 26.6%, who finished the course ahead of time, varying from three months to two years, as shown in the margin; the classes graduating in June 1924 contained 392 children, 25.9%, who saved likewise, from a quarter to two and a half years. These pupils were accelerated in the traditional schools by the classification into "ability groups" and by the provision for "skipping a grade" by work in the summer schools by pupils of superior intelligence.

It appears from the foregoing study of recent graduating classes that of 228 all-year graduates of February 29, 1924, 166 or 72.8%, entering Newark schools not later than the beginning of the 3B grade, completed the six-year course in 7.56 years, or approximately in 7½ years; of 273 graduates of the classes of May 31, 1924, 194 or 71.0%, completed the six-year course in 7.46 years, or, still, approximately 7½ years. The proposed gain of two years for the larger part of the children is thus seen to be a myth, a delusion, a hallucination of theorists.

But, it may be urged by the theorists, the graduates of traditional schools take more time than planned for an eight-year course!

True: of 1334 graduates of traditional schools of January 31, 1924, 1006 or 75.4%, entering Newark schools not later than the beginning of the 3B grade finished the eight-year course in 8.1 years, or approximately in 8 years; of 1512 graduates of June 27, 1924, 1175 or 77.7%, finished the eight-year course in 8.19 years, or approximately 8½ years. This showing is remarkable because of its near approach to the theory. It must be remembered, too, that the "shifting" population affected traditional more than all-year schools.

The truth in regard to all-year schools is very different. It is clear that the all-year schools are not doing what they were established to do: the fact is they are taking nearly as long a time to get the *mass of the children* through the schools as are the traditional schools, and the work done in the schools is less satisfactory.

That there has been no physical or mental injury by reason of attendance in July and August may be granted as probably true. The testimony of a large number of teachers is to that effect. Some

teachers claim to have felt the strain and others—about 20%—decline to remain to teach in July and August, fearing injury to their health. Those who have taught several successive summers state that they have lost buoyancy and spirit because of the continued work, but they do not condemn the plan, for that could hardly be expected in view of the fact that they receive two additional months' salary for July and August. The vice principals of the two schools longest established were obliged to take furloughs because of ill health. It would be difficult to prove that these and other breakdowns were caused by the all-year plan. The report of the Medical Department shows a larger percentage of exclusions in the all-year than in the other schools, but that can be explained as due to the fact that some nurses may be more vigilant than others. The percentage of attendance of those enrolled in the summer time compares very favorably with the percentages of attendance at other times of the year, but only children in good health are allowed to attend. The record of the special schools shows no injury from summer attendance. It is reasonably certain that there is no widespread injury to the health of robust children or strong teachers, or if there be injury it cannot be definitely fixed as due to the all-year plan. The facts available are, at least, not sufficient to contradict the theory.

The theoretical basis of all-year schools justifies the assumption that the graduates of these schools should be younger than the graduates of traditional schools. A comparison of the ages of the graduates of the eight all-year schools and of the eight traditional schools in districts immediately adjacent to them shows the immaturity of the graduates of the first named type of schools.

AGES OF GRADUATES

SCHOOLS	Commencements held	Commencements omitted	Classes over 15 years	Classes between 14 and 15 years	Classes between 13 and 14 years	Classes between 12 and 13 years	No. of graduates
<i>Belmont Ave.</i>	44	---	2	24	18	---	1512
Charlton St.	23	---	1	20	2	---	1093
<i>McKinley</i>	35	10	1	13	21	---	944
Franklin	23	---	2	17	4	---	1159
<i>Lafayette St.</i>	32	---	3	16	13	---	910
Oliver St.	17	---	2	15	---	---	659
<i>Newton St.</i>	27	1	---	10	17	---	646
14th Ave.	15	---	---	10	5	---	665
<i>Abington Ave.</i> ...	29	---	1	18	9	1	420
Garfield.....	15	---	2	13	---	---	608
<i>Webster St.</i>	12	4	---	7	4	1	182
Burnet St.	8	---	---	8	---	---	269
<i>Wilson Ave.</i>	14	1	---	5	9	---	370
Ann St.	7	---	---	6	1	---	473
<i>Cleveland</i>	14	1	---	12	2	---	1134
Robt. Treat	8	---	---	8	---	---	686
<i>All Year</i>	---	---	7	105	93	2	6118
Traditional.....	---	---	7	98	12	0	5612

Names of all-year schools are in italics.

The all-year schools during the period covered by the table held 207 commencements at which 6118 pupils were graduated. They omitted 17 and delayed 28 commencements one month or longer because the pupils were so deficient in scholarship that they were considered inadequately prepared to enter high schools. The traditional schools during the same time held 117 commencements graduating 5612 pupils. Of the all-year classes 112 or 54.1% averaged 14 years of age or over and 45.9% averaged under that age—these were the *accelerated* pupils, nearly one-half the mass; of the traditional schools, 105 classes or 89.7% averaged 14 years of age or over and 10.3% under that age. This difference of 35.6% shows the amount of acceleration of all-year over traditional schools. These immature children place a burden upon high schools and create serious difficulties for the schools. The fact is the all-year schools are sending many, many inferior and poorly prepared children into the high schools where disaster awaits the majority of them. The practice leads to failure, repetition of grades, and repetition often a second and third time. This immaturity of children and its consequences make some consideration of the record of all-year graduates in the high schools germane to the discussion.

Specifically, how old are the children who are graduated from all-year elementary schools? The average age of graduates *by classes* is shown in the following enumeration:

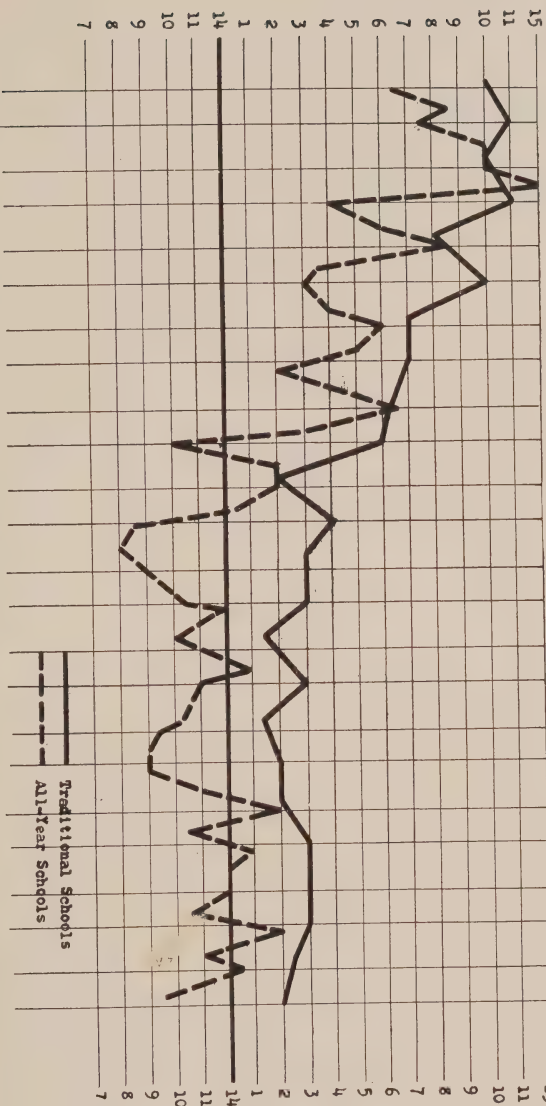
ALL-YEAR SCHOOLS				TRADITIONAL SCHOOLS			
	No. of Schools	Ave. Yr.	Age Mo.		No. of Schools	Ave. Yr.	Age Mo.
August 1912.....	2	14	6½				
November 1912.....	1	14	8½	June 1912.....	30	14	10
January 1913 }.....	2	14	7½	January 1913.....	28	14	11
February 1913 }.....							
May 1913.....	1	14	10				
August 1913.....	2	14	10	June 1913.....	31	14	10
November 1913.....	1	15	0				
January 1914 }.....	2	14	4	January 1914.....	33	14	11
February 1914 }.....							
May 1914.....	1	14	6				
August 1914.....	2	14	8½	June 1914.....	35	14	8
November 1914.....	1	14	3½				
January 1915 }.....	2	14	3	January 1915.....	35	14	10
February 1915 }.....							
May 1915.....	1	14	4				
August 1915.....	3	14	6	June 1915.....	34	14	7
November 1915.....	3	14	5				
February 1916.....	3	14	2	January 1916.....	34	14	7
May 1916.....	3	14	4½				
August 1916.....	5	14	6½	June 1916.....	34	14	6½
November 1916.....	3	14	3				
January 1917 }.....	5	13	10	January 1917.....	33	14	6
February 1917 }.....							
May 1917.....	4	14	2				
August 1917.....	5	14	2	June 1917.....	34	14	2
November 1917.....	5	14	½				
February 1918.....	5	13	8½	January 1918.....	34	14	4
May 1918.....	5	13	8				
August 1918.....	5	13	9	June 1918.....	34	14	3
November 1918.....							
January 1919.....	5	13	10½	January 1919.....	34	14	3
February 1919.....	4	14	0				
June 1919.....	5	13	10	June 1919.....	34	14	1½
August 1919.....	5	13	11				
November 1919.....	5	14	1				
January 1920.....	3 }			January 1920.....	31	14	3
February 1920.....	6 }	13	11				
May 1920.....	7 }			June 1920.....	31	14	1½
June 1920.....	2 }	13	10½				
August 1920.....	7	13	9½				
November 1920.....	7	13	9				
February 1921.....	8	13	9	January 1921.....	31	14	2
May 1921.....	8	13	11				
August 1921.....	8	14	2	June 1921.....	31	14	2
November 1921.....	7	13	10½				
February 1922.....	8	14	1	January 1922.....	31	14	3
May 1922.....	8	14	0				
August 1922.....	8	14	0	June 1922.....	31	14	3
November 1922.....	8	13	10½				
February 1923.....	8	14	2	January 1923.....	31	14	3
May 1923.....	8 }			June 1923.....	31	14	2½
June 1923.....	1 }	13	11				
August 1923.....	8	14	½				
November 1923.....	7	13	9½	January 1924.....	30	14	2

Years
and
Months

AVERAGE AGE OF GRADUATES.

Years
and
Months

1912 August
1913 January
1913 August
1914 January
1914 August
1915 January
1915 August
1916 January
1916 August
1917 January
1917 August
1918 January
1918 August
1919 January
1919 August
1920 January
1920 August
1921 January
1921 August
1922 January
1922 August
1923 January
1923 August
1924 January



Traditional Schools
All-Year Schools

Comparing the ages of graduating classes in all-year schools since February, 1918, with those before that date, it is evident that the children are younger at graduation than formerly. They are younger than graduates of traditional schools.

The number of graduates of all-year schools to April 2, 1923 was 6118 and of the eight companion traditional schools for the same period of time, 5612. This enumeration of graduates includes the all-year classes of February and May 1923 and the traditional classes of January and June 1923, in all 557 and 958 graduates respectively. These classes have not yet had a chance to prove their ability in high schools, as this study was made as of April 2, 1923. Subtracting 557 from 6118 we find 5561 all-year graduates to enter high school or to go to work. Since 3511, or 63.1%, entered high school, 2050, or 36.9%, left school at elementary graduation to go to work. They did not enter the vocational schools. They must have been fourteen years of age or older, the legal age to work. These graduates did not enter the vocational schools, for the enrollment of these schools has never exceeded 500. Subtracting 958 from 5612 we find 4654 traditional graduates to enter high school or to go to work. Since 2858, or 61.4%, entered high school, 1796, or 38.6%, left traditional elementary schools to go to work. They did not enter the vocational schools. They must have been of legal age to work.

Of the graduates of all-year schools, 3511 entered high school. Eighteen hundred forty-one, or 52.4%, were under fourteen years of age. These were *accelerated* pupils—52.4% of the 63.1% who entered high school. The companion traditional schools sent 2858 graduates to high schools. Of those who entered high school from companion traditional schools, 869, or 30.4%, were under fourteen years of age. These were accelerated in the traditional schools by extra promotions. Note the difference between 52.4% of the pupils accelerated in all-year schools and 30.4% in traditional schools. The outlook for these children in high school work is not promising. The high school is planned for older children, children from fourteen to eighteen years of age. Greater disaster is, however, ahead of the graduates of all-year schools because of larger numbers, poorer preparation, and lower mental age.

The following tables show the percentage of failure of graduates of all-year schools in the high schools compared with the failures of graduates of the eight companion traditional schools:

PERCENTAGES OF FAILURE OF THOSE WHO LEFT HIGH SCHOOLS

School	Per Cent. Points Failed		Per Cent. Mathematics		Per Cent. English		Per Cent. Languages		Per Cent. History, etc.		Per Cent. Sciences	
	40.4	33.6	41.4	28.9	31.2	27.6	49.0	42.6	50.3	42.9	39.0	36.0
<i>Belmont Avenue</i>.....	.....	33.6	41.4	28.9	31.2	27.6	49.0	42.6	50.3	42.9	39.0	36.0
<i>Charlton Street</i>.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
<i>Newton Street</i>	53.1	37.3	50.6	38.1	49.4	31.1	56.9	42.5	67.0	47.3	52.6	35.7
<i>Fourteenth Avenue</i>.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
<i>Webster Street</i>	47.1	47.4	50.0	51.4	37.0	41.0	55.6	55.9	52.4	32.1	47.1	51.6
<i>Burnet Street</i>.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
<i>Abington Avenue</i>	62.2	37.8	60.7	36.0	58.1	29.0	67.9	47.4	71.2	48.1	58.8	34.6
<i>Garfield</i>.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
<i>Lafayette Street</i>	38.8	29.4	46.3	33.3	29.4	24.6	41.1	31.6	31.2	32.0	48.8	31.4
<i>Oliver Street</i>.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
<i>McKinley</i>	65.1	47.3	63.0	43.9	63.4	40.2	64.3	56.3	71.6	60.2	70.7	45.1
<i>Franklin</i>.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
<i>Wilson Avenue</i>	33.6	39.1	34.3	42.9	24.7	29.7	37.0	63.5	42.9	35.7	44.9	40.8
<i>Ann Street</i>.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
<i>Cleveland</i>	31.0	33.6	30.6	33.3	22.8	25.9	40.7	37.7	34.0	41.7	30.4	35.0
<i>Robert Treat</i>.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
<i>All-Year</i>	46.4	38.2	47.1	38.5	39.5	31.1	51.6	37.2	52.6	43.0	49.0	38.8
<i>Traditional</i>.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

The average per cent. of failures in *points failed* and in all subjects is greater in cases of graduates of all-year schools than in cases of graduates of traditional schools, although there were exceptions; as, per cent. in *points failed* and in mathematics, English, languages, and sciences than graduates of Webster Street School. No graduates of either school completed the high school course.

Graduates of Burnet Street School had a smaller per cent. of failures in history than graduates of Oliver Street School. Graduates of Lafayette Street School had a smaller per cent. of failure in *points failed* and in all subjects but languages than graduates of Robert Treat School.

NOTE. Garfield should have been the school where pupils were accelerated rather than Abington Avenue School.

PERCENTAGES OF FAILURE OF THOSE STILL IN HIGH SCHOOLS

REPORT OF SUPERINTENDENT OF SCHOOLS

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School	Per Cent. Points Failed	Per Cent. Mathematics	Per Cent. English	Per Cent. Languages		Per Cent. History, etc.	Per Cent. Sciences	
<i>Belmont Avenue</i>	26.2	24.7	20.5	33.1	31.2	29.0	25.3	30.5
<i>Charlton Street</i>	26.4	23.9	21.7	.....	.....	28.0	.....	.....
<i>Newton Street</i>	30.6	29.9	22.9	26.7	29.1	41.6	43.3	28.0
<i>Fourteenth Avenue</i>	25.1	27.3	19.2	.....	.....	22.3	.....	.....
<i>Webster Street</i>	30.7	29.7	20.7	37.5	38.5	39.3	27.7	27.7
<i>Burnet Street</i>	29.4	31.6	23.8	.....	.....	22.4	.....	.....
<i>Abington Avenue</i>	46.7	44.4	44.2	47.8	32.9	55.6	41.9	27.0
<i>Garfield</i>	25.3	26.6	15.1	.....	.....	26.6	.....	.....
<i>Lafayette Street</i>	25.2	29.2	21.3	28.8	21.4	23.0	23.4	10.7
<i>Oliver Street</i>	17.4	17.9	17.6	.....	.....	22.2	.....	.....
<i>McKinley</i>	50.4	40.1	50.1	42.6	34.5	69.7	57.1	43.1
<i>Franklin</i>	37.0	33.7	35.0	.....	.....	44.1	.....	.....
<i>Wilson Avenue</i>	22.5	33.5	14.5	28.8	26.4	20.0	18.1	23.1
<i>Ann Street</i>	20.2	20.8	14.9	.....	.....	17.9	.....	.....
<i>Cleveland</i>	23.1	23.4	17.8	29.7	29.2	23.8	20.3	16.1
<i>Robert Treat</i>	20.7	17.8	16.4	.....	.....	22.0	.....	.....
<i>All-Year</i>	31.9	31.9	26.5	34.4	30.4	37.8	32.1	25.8
<i>Traditional</i>	25.1	24.9	20.4	.....	.....	25.6	.....	.....

The average per cent. of failure in *points failed* and of failures in all subjects is greater in cases of graduates of all-year schools than in cases of graduates of traditional schools, although there are exceptions; as, graduates of Belmont Avenue School had a smaller per cent. of *points failed* and of failures in English and sciences than graduates of Charlton Street School.
 Graduates of Webster Street School had a smaller per cent. of failures in mathematics, English, and language than graduates of Burnet Street School, but neither school had pupils finish the high school course.
 Graduates of Wilson Avenue School had a smaller per cent. of failures in English and sciences than graduates of Ann Street School, but neither school had pupils finish the high school course.

PERCENTAGES OF FAILURE OF THOSE WHO LEFT AND THOSE STILL IN HIGH SCHOOLS

The average percentages of failure in *points made* and of failures in all subjects are:

Schools	Per cent. Points Failed	Per cent. Mathematics	Per cent. English	Per cent. Languages	Per cent. History, etc.	Per cent. Sciences
<i>All-Year</i>	38.2	39.8	32.4	41.3	42.8	38.9
<i>Traditional</i>	30.5	30.9	24.9	36.6	31.9	30.5

The failure of graduates of all-year schools in high schools is greater than the failure of graduates of traditional schools. The difference here, too, is decisive. The chief reason undeniably is the immaturity and the consequent lack of development of the pupils. They were unfit for the task given them to do; many withdrew from the schools, others plodded doggedly on, prolonging the tragedy in a hopeful spirit.

The record in the high schools shows a greater mortality among graduates of the eight all-year schools than of the graduates of the eight traditional schools with which they were compared. For the period studied 1331 graduates or 66.1% of the eight all-year schools and 915 or 59.1% of the eight traditional schools left without completing even the first year.

Of the graduates of all-year schools, only 33.2% finished the high school course in four years as against 50.2% of the graduates of the eight traditional companion schools studied.

It is easy to pass judgment upon the tremendous loss made by the failures in the high schools and additional tables of statistics are unnecessary to make clear the fact that the children might better have remained in the elementary schools where they could have received a type of education better suited to their needs at a much less expense. That they were really benefited by going to the high school is doubtful or untrue.

* * * * *

The all-year plan in theory provides that a four-year high school course can be taken in three years. The underlying principle here is *acceleration* as in elementary all-year schools. The investigation showed that scholarship of the all-year high school is inferior to that of the traditional high school of the same type. The official reports of promotions at Central (all-year) and East Side (traditional) for three successive terms were compared and the percentages of failure in the all-year school exceeded those of its companion school.

The number of repeaters in Central High School once, twice, and thrice in the four undivided grades of the high school course was equal to 10,544 pupils repeating once: in East Side, the same total was 1387. Dividing each of these totals by 3021 and 1640, the respective enrollments, the average number of repetitions per pupil is 4.553 for Central and .942 for East Side. Since Central has three terms to each two of East Side, a pupil could repeat three times to two for a pupil in East Side and still progress at the same rate. On this basis Central might have averaged one and a half times .942, or 1.41, repetitions but instead the average was 4.553, more than three times as much repeating as at East Side. This appalling situation shows clearly that shortening the term in all-year schools does not reduce repetition but increases it, and, also that retardation in the all-year high school is very great, too great to be condoned. In view of the exceptional efficiency of teachers as shown by their official ratings by the principal, the only possible explanation of the fact is the failure of the attempted acceleration except for a few.

The retardation shown in the all-year school is amazing in view of the expectation of covering a four-year course in three. On April 2, 1923, 506 out of 1302 East Side pupils were retarded, or 38.8%, but at Central 1127 out of 2480 were retarded, or 45.4%. Had the ratio been the same at Central as at East Side, instead of 1127, there would have been 962. Let it be repeated: the belief that the shorter term would reduce retardation has no foundation in fact. The shorter term appears to increase rather than decrease retardation.

There is no rapid movement of the mass of the pupils through the Central all-year high school, leaving room for incoming classes. Only 54.1% of pupils on roll are on time, while 45.4% are retarded, that is, nearly one-half. There can be no reduction of building costs with such a body of children stuck in the school. *Rather*, more schools must be built to provide for the entering classes, since so many struggling, unsuccessful students fill the classrooms. The condition here is similar to that in the elementary all-year schools.

That the Central High School is graduating more pupils and a larger percentage of pupils than its companion school is true. She graduated 958 pupils during the time that East Side graduated 264, that is, nearly four times as many. There is no dispute about the fact.

The per cent. of her enrollment graduated each year compared with that of East Side is shown to be:

Central			East Side			
Enrollment	Graduates	Per cent.	Year	Enrollment	Graduates	Per cent.
2074	171	8.24	1919-1920	722	56	7.75
2648	199	7.51	1920-1921	861	59	6.85
2689	268	9.93	1921-1922	1171	64	5.46
2634	320	12.14	1922-1923	1272	85	6.68
	<hr/> 958				<hr/> 264	

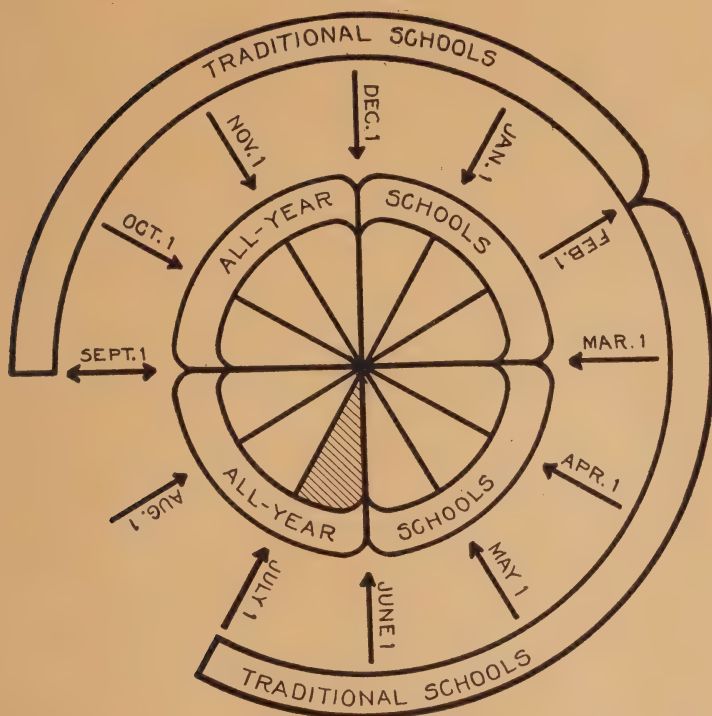
The advantage of graduating a larger number of pupils than the companion school is less than at first appears, inasmuch as the records of repetition and retardation show no rapid advance of the mass through the school to make room for incoming pupils from the grammar schools.

Central ought to graduate more pupils than she is graduating and not have so many retarded and inefficient pupils in her school. The purpose of the school is to educate children. Although graduating a larger number than a traditional school she is not graduating as many as she should or as many as it is reasonable to expect under the all-year plan. It is fallacious to consider the all-year plan successful in either grammar or high schools because of the large number of graduates. With four commencements a year there must be more graduates. From the grammar school pupils go neither well prepared for everyday work nor for study in high school as shown in the surveys, and from the high school they go less efficient than they ought to be. The belief that the mere number of graduates—determined by the schools themselves—is a true measure of success is a delusion.

* * * * *

The four quarters of the all-year schools begin September 1, December 1, March 1, and June 1. Another reorganization is necessary July 1 because an average of 31.8% of the children drop out of the elementary schools at that time. Classes must be consolidated. *Children who leave at this time must repeat the work done in June when they return in September.* This repetition means one term's retardation for 31.8% of the enrollment. The pupils on September 1 are just where they were on the preceding June 1. There are two reasons preventing any solution of the problem thus created. Any adjustment of the present terms serves only to create new difficulties equally unsatisfactory. If the quarter were to end July 1 and a new quarter begin in the middle of July, it would be difficult to get the pupils back and those who did not come back in the middle of July would do so in September, making an expansion instead of consolidation of classes necessary. There seems to be no solution of the problem, nor that of coordinating these schools with others of the school system. An inspection of the diagram on page 103 will make clear the impossibility of a better articulation than the one now in use. The outer rim of the graph cannot be made to mesh any better with the center than it now does.

TERMS IN ALL-YEAR AND TRADITIONAL SCHOOLS



The condition in the all-year high school is somewhat different from that in the elementary schools. The high school pupils are older and are conscious of the waste of the month of June, if they do not expect to attend in July and August. Large numbers drop out June 1, more July 1. The following table, covering the period since the school was organized on the all-year plan, shows what is happening:

ALL-YEAR HIGH SCHOOL

		Teachers Employed	Loss	Enroll- ment	Av'ge Enroll.	Loss	Av'ge Attend.	Loss	Per cent of Attend.
Dec. 1919	80½	....	....	1847	1854	.....	1678	.....	90.5
Jan. 1920	80½	....	....	1760	1785	.....	1599	.....	89.5
Feb. 1920	80	....	....	1976	1982	.....	1799	.....	90.7
Mar. 1920	81	....	....	2011	2018	.....	1875	.....	92.8
Apr. 1920	81	....	....	1886	1907	.....	1693	.....	88.8
May 1920	81	....	....	1804	1821	.....	1663	.....	91.3
June 1920	81	....	....	1381	1389	432 (37)*	1339	324	96.4
July 1920	66	15	....	1030	1049	340	944	395	90.
Aug. 1920	66	....	....	1010	1012	.....	970	.....	95.8
Sept. 1920	84	....	....	1922	1901	.....	1603	.....	84.3
Oct. 1920	84	....	....	1909	1900	.....	1739	.....	91.5
Nov. 1920	84	....	....	1874	1833	.....	1741	.....	94.9
Dec. 1920	84	....	....	1933	1932	.....	1743	.....	90.1
Jan. 1921	84	....	....	1897	1914	.....	1744	.....	91.
Feb. 1921	89	....	....	2251	2237	.....	2059	.....	91.8
Mar. 1921	89	....	....	2302	2295	.....	2107	.....	91.7
Apr. 1921	89	....	....	2195	2213	.....	1934	.....	80.9
May 1921	89	....	....	2096	2125	.....	1972	.....	92.7
June 1921	89	....	....	1689	1738	387 (61)*	1625	347	93.4
July 1921	81	8	....	1397	1409	329	1257	368	89.1
Aug. 1921	81	....	....	1366	1368	.....	1306	.....	95.4
Sept. 1921	89	....	....	2225	2207	.....	2085	.....	94.4
Oct. 1921	89	....	....	2164	2166	.....	1811	.....	83.5
Nov. 1921	89	....	....	2125	2129	.....	1968	.....	92.4
Dec. 1921	90	....	....	2201	2183	.....	1957	.....	89.6
Jan. 1922	90	....	....	2147	2142	.....	1861	.....	86.9
Feb. 1922	97	....	....	2275	2207	.....	2032	.....	88.
Mar. 1922	97	....	....	2389	2389	.....	2154	.....	90.1
Apr. 1922	97	....	....	2289	2306	.....	1935	.....	83.9
May 1922	97	....	....	2171	2197	.....	1985	.....	90.3
June 1922	93	....	....	1795	1803	394 (83)*	1719	266	95.3
July 1922	85	8	....	1636	1656	147	1461	258	88.2
Aug. 1922	85	....	....	1593	1596	.....	1548	.....	96.9
Sept. 1922	90	....	....	2395	2253	.....	2209	.....	93.4
Oct. 1922	90	....	....	2328	2346	.....	2052	.....	87.4
Nov. 1922	90	....	....	2254	2267	.....	2106	.....	92.8
Dec. 1922	91	....	....	2390	2392	.....	2121	.....	88.6
Jan. 1923	91	....	....	2277	2304	.....	1981	.....	86.
Feb. 1923	92	....	....	2440	2432	.....	2175	.....	89.4
Mar. 1923	92	....	....	2562	2566	.....	2277	.....	88.7
Apr. 1923	92	....	....	2447	2480	.....	2143	.....	86.4
May 1923	92	....	....	2320	2342	.....	2071	.....	88.3
June 1923	92	....	....	1945	1982	360 (80)*	1856	215	93.6
July 1923	85	7	....	1594	1625	357	1450	406	89.2
Aug. 1923	85	....	....	1567	1567	.....	1519	.....	96.8
Sept. 1923	92	....	....	2404	2379	.....	1985	.....	83.4
Oct. 1923	92	....	....	2325	2340	.....	2090	.....	89.3
Nov. 1923	92	....	....	2235	2261	.....	2076	.....	91.8

* The numbers in parentheses are of graduates. They decrease the enrollment as well as others leaving.

The failure to secure acceleration of pupils as theoretically claimed for all-year schools, the impossibility of maintaining a stable and satisfactory organization throughout the year and of coordinating well such organization with the traditional school system, the unwise practice of sending immature and poorly prepared pupils into the high schools rather than making them as strong as possible in the elementary studies are the very serious faults of the all-year system.

The cost of the all-year schools is also a matter for careful consideration. The per capita cost of instruction and of educational supplies of our traditional high schools last year was \$150.43; of the all-year high school, \$170.19. The per capita cost of elementary traditional schools was \$56.92. The per capita cost of educating a pupil in an elementary traditional school is approximately \$6.00 more than one-third of the cost of educating him in a traditional high school for one year. The difference is due to higher cost of text books and other educational supplies and to the higher salaries paid to teachers. It is acknowledged without argument that it costs more to educate a high school pupil than an elementary school pupil. It follows that pupils should be well prepared to undertake high school work.

The loss in enrollment of the all-year high school (See table, All-Year High School, page 104) resulted in the loss of only 15 out of 81 teachers or 18.5% when the enrollment dropped 42.3%. When it dropped 33.6%, the services of 8 of 89 teachers or 8.3% were discontinued. When the loss was 24.6% of the enrollment, 8 of 93 teachers or 8.6% were not employed in July and August. A loss of 30.5% of the enrollment resulted in the loss of 7 of 92 teachers or 7.6%. Since these teachers are on a salary schedule ranging from \$2100 to \$4400 per year, it is clear that the claim often made that the all-year high school is economical is untrue.

The per capita apportionment by the state for attendance per day is approximately 10 cents, a little less than 10 but much more than 9. For the one month of June in each of the years named there was a loss in the all-year high school in average daily attendance of 324, 347, 266, 215, or a total of 1,152. Counting twenty days to a school month, the loss in money from the state in four years amounted to \$2,304.00 for this item. *This illustrates what may happen on a large scale when children in the higher grades of the elementary schools apprehend what attendance in June without July and August means.*

Further, the column in the table showing percentage of attendance in the all-year high school indicates further loss inasmuch as out of sixteen terms thirteen show a loss of attendance in the middle month of the term, the percentages varying from 1 to 10.9, with eight terms showing more than 5% loss. Three of the terms show a gain of attendance in this middle month, but not enough to counteract the loss indicated by the whole record. It is well to consider the effect of this irregular attendance on the scholarship of the pupils in the final accounting.

The teachers' salaries of the all-year high school alone for July and August in 1920 amounted to \$31,718.89; in 1923, to \$53,802.30. The total amount paid in the four years of the existence of the school was \$177,761.19. The sum paid in teachers' salaries for all-year schools for five years for July and August alone amounts to \$751,948.28. From this sum there should be subtracted \$18,023.46, representing a 5% bonus paid to teachers in all-year schools having the alternating or platoon plan in connection therewith, and \$43,092.52 for the vocational and special schools for tubercular and crippled children. The sum remaining, namely \$690,832.30, is the amount of teachers' salaries in seven all-year elementary schools, one all-year junior high school, and one all-year senior high school for the extra summer months for five years. Since 1912 these schools have cost in July and August nearly a million dollars.

The theory of the all-year school, again stated in detail, claims

(a) *That two years' time in elementary schools and one year's time in high school can be saved to pupils by the all-year schools.* This claim was the great desideratum for their establishment. This may be called "The Doctrine of Acceleration." There is no need to discuss the wisdom or advisability of this doctrine, for it was assumed to be both wise and advisable and true. Experience has demonstrated conclusively that this time cannot be saved—with some exceptions—with the clientele enrolled in these schools, several years' trial having shown the futility of the effort.

There was a further assumption in connection with the Doctrine of Acceleration (modestly advanced by proponents of all-year schools) namely: that the older pupils would be able to finish more grammar grades in the all-year schools than in the traditional schools. Investigation of the facts does not sustain the assumption. The percentages of pupils on roll in grammar grades of all-year and traditional schools were respectively 39.1% and 40.5%, a favorable showing for the latter type of school. The Nationality and Age-Grade Survey¹ confirms the error of the assumption.

(b) *That the health of pupils and teachers will not be injured by school work in the summer.* This appears to be true. The "strong" and "capable" are the only pupils who have attended all-year schools at this season. Admitted that they have not been injured physically or mentally, it remains extremely doubtful whether, taking the long view, they have been greatly benefited by their flight over the elementary field causing a crippled condition for many in the secondary.

(c) *That pupils may be made ready for the vocational schools and for industrial careers at an earlier age by means of the all-year school.* There is an age requirement for admission to the trades and also to these schools. The scholastic requirement is completion of the sixth grade. Common sense does not justify earlier specialization. These standards are not, however, inflexible, for a few individuals have been

¹ Tables A and B, pp. 24 and 26, of Nationality and Age-Grade Survey.

admitted because of aptitude or other good reason. A boy may enter at any point in the school cycle. The school does not need to articulate with other schools of the system. Mass teaching is not done in the shops. The academic work is not independent but closely related to and dependent upon the shop work, and the course is three years long without regard to the time of beginning or ending. The vocational schools have not grown as a result of operating all-year schools.

(d) *That more pupils will be able to finish the elementary course and have the benefit of high school education.* It is certain as to the first assertion but it may be denied as to the second in view of the facts. The weakening of the elementary course to sustain a theory cannot be defended. The assumption that a ten-month program of studies can be equally well taught to children of foreign extraction with equally satisfactory results in nine months is disproved by the facts and is clearly impossible on the basis of reason and common sense. The weakness of omitting reviews and examinations has been amply demonstrated as unwise.

(e) *That the school plant may be more fully utilized.* It is not a convincing reason for maintaining at enormous cost all-year schools inasmuch as many school buildings of Newark, including two senior high schools, are in use as summer schools in addition to the buildings in use as all-year schools. The summer schools are open one week less than the all-year schools in July and August, but in the mornings only. These schools are primarily "coaching schools." During the afternoons the playgrounds connected with school buildings are operated under the auspices of the Board of Education. Many others in addition are operated both in the afternoons and evenings. The whole system is well organized and adequately manned with trained directors and assistants. The playground or recreational program of the school system seems more fitting for hot afternoons than the formal school program, which is often followed listlessly under the weather conditions in July and August. However, summer schools could be open all day as "coaching schools" without the *accelerative scheme*.

(f) *That the all-year school will reduce cost by the rapid flow of pupils through the school thereby making room for entering pupils in the lower grades.* This claim is flatly contradicted by the facts. The study of the repetition of grades and of the percentages of promotions shows clearly the visionary or purely theoretical nature of this claim.

The term for the children of the foreign born should be as long at least as for the native born. They should not have this all-year plan. Three months for a term is too short for them. These children should have the time to assimilate knowledge. To abolish the all-year plan of organization does not mean lack of school opportunity in the summer time for those who desire to attend school. The summer schools afford a means of education upon a different plan of organiza-

tion. The children can be in the schools in the morning, or all day for that matter, and in the playgrounds for the remainder of the day.

Partisans of all-year schools ignore the splendid opportunity and service of the summer schools and playgrounds, and urge that all-year schools be maintained to keep children off the streets in summer time. The children ought to be kept off the streets. 31.8% of the enrollment of the all-year schools drop out. This includes the troublesome children, they who need the schools most. The claim, too, is made that the weaknesses of all-year schools can be righted by reorganization of the schools. The claim for reorganization deserves some discussion in order to show that it does not provide a remedy.

Schools in backward communities that keep open only nine months a year might add three more months without creating the difficulty which causes trouble in administration. If they had mature pupils and a homogeneous population the theory would have a better chance of proof. Such schools would merely add another term and have only four reorganizations a year—the fifth reorganization, July 1, would be lacking. Our schools are open ten months and this extra month causes consolidation of classes July 1. Pupils who attend in June and drop out July 1 (38% of the enrollment) must repeat their June work when they return in September. But, *the argument continues*, don't do it this way. Do as the vocational and special schools do—have two terms a year. That would stop the acceleration of pupils which is very desirable, but would not remove the necessity for reorganization July 1. The children would drop out as before (38% of the enrollment) and then they would need to repeat *four* months of the work instead of *one*. A similar argument would hold for an eleven-month year as for a twelve-month year. This suggestion would improve the quality of the work done in these all-year schools and would prevent unfit children in such large numbers from entering the high schools. If the plan were adopted all schools of the city should follow it and all teachers should be required to teach the full time. To have in July and August, as now, in all-year schools one teacher in every five a substitute is not satisfactory. The chief objection is that the taxpayer is likely to complain bitterly because of the expense incurred in having all the schools operated a month longer each year. Another million dollars could be wasted in this experiment, but the result would likely be the same. Children or teachers will not suffer in health, probably, but attendance and quality of work and the difficulties of organization will not improve. No good commensurate with the expense involved, however, would result from such action under the accelerative plan.

While acceleration as an educational end is desirable in the collegiate field where students are mature and select, it is positively a detriment to education in the elementary and secondary fields, except—perhaps!—for exceptional and superior children. In view of the low rating of all-year schools in the educational surveys, of the criticism of the

work of all-year graduates in high schools, of the administrative difficulties, and of the cost of all-year schools, the conclusion is warranted that these schools should be discontinued.

Respectfully submitted,

DAVID B. CORSON,

Superintendent of Schools.

The Board of Education at a meeting held June 19, 1924, approved the recommendation of the Superintendent of Schools to discontinue the all-year plan in Abington Avenue, Belmont Avenue, Lafayette Street, McKinley, Newton Street, Webster Street, Wilson Avenue Schools, and in Cleveland Junior High and Central Senior High Schools, dating from September 1, 1924. Before this resolution became operative, the Board at a meeting held July 31, 1924, extended the date for discontinuance to September 1, 1925, and appointed a committee for the further study of the all-year school. This committee recommended that a complete survey of the educational system be undertaken. Two educational experts, Dr. Wilson Farrand, Headmaster of Newark Academy, and Dr. M. V. O'Shea of the University of Wisconsin, were invited to undertake the survey. The report of the survey, recommending the continuance of the all-year schools, was submitted to the Board of Education at a special meeting held February 4, 1926.

STATISTICS

Accompanying Report of Superintendent of Schools

GENERAL STATISTICS, JULY 1, 1922, TO JUNE 30, 1925

Population of city (estimated).....	1922-1923	1923-1924	1924-1925
Number of separate school buildings.....	438	442,774	448,738
	69	69	67

SYNOPSIS SHOWING TYPES OF SCHOOLS, NUMBER OF TEACHERS EMPLOYED AND ENROLLMENT

TYPES OF SCHOOLS	1922-1923				1923-1924				1924-1925							
	No. of Schools or Classes	No. of Teachers Em- ployed	Enrollment			No. of Schools or Classes	No. of Teachers Em- played	Enrollment			No. of Schools or Classes	No. of Teachers Em- ployed	Enrollment			
			Boys	Girls	Total			Boys	Girls	Total			Boys	Girls	Total	
<i>Day School</i>																
Senior high.....	4	†287	3,931	3,428	*7,359	4	†293	4,000	3,556	*7,556	4	†299	4,247	3,496	*7,743	
Junior high (7th, 8th, 9th grades).....	3	65	1,248	1,268	2,516	3	69	1,372	1,436	2,808	3	70	1,282	1,409	2,691	
Elementary—gram. and primary.....	53	1,570	30,518	29,757	60,275	53	1,594½	30,722	30,050	60,772	53	1,632	30,807	30,063	60,870	
Elementary—kindergarten.....	51	124	5,405	5,252	10,657	51	126½	5,364	5,171	10,535	51	124	5,108	4,978	10,086	
Vocational.....	3	44	587	356	943	3	47	612	380	992	3	†47	696	334	1,030	
Continuation.....	2	25	2,162	2,003	4,165	2	24½	2,160	1,977	4,137	2	24	2,020	1,861	3,881	
Special—																
Ungraded.....	3	7	91	.....	91	3	7	95	.....	95	3	7	89	.....	89	.....
Blind.....	7	34	328	192	520	8	35	355	201	556	10	40	368	216	584	.....
Deaf.....	1	12	53	31	84	1	12½	53	31	84	1	13	55	36	91	.....
Blind (classes).....	2	3	14	6	20	2	3	17	8	25	2	5	15	7	22	.....
Open window (classes).....	15	15	166	210	376	10	7	116	147	263	5	5	36	61	97	.....
Tubercular.....	1	2	35	37	72	1	2	24	30	54	1	2	24	28	52	.....
Speech correction (centers).....	12	4	***	***	***	12	4	***	***	***	14	5	***	***	***	.....
Crippled (classes).....	5	7	132	106	238	5	7	149	85	234	6	8	156	105	261	.....
Sight conservation (classes).....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	2	2	4	3	7	.....
Superintendent.....	.....	1	.....	.....	.....	.....	1	.....	.....	.....	.....	1	.....	.....	.....	.....
Assistant superintendents.....	.....	5	.....	.....	.....	.....	5	.....	.....	.....	.....	5	.....	.....	.....	.....
Supervisors.....	.....	25	.....	.....	.....	.....	25	.....	.....	.....	.....	27	.....	.....	.....	.....
Special physical training.....	.....	1	.....	.....	.....	.....	1	.....	.....	.....	.....	3	.....	.....	.....	.....
Oral hygienist.....	.....	.....	.....	.....	.....	.....	1	.....	.....	.....	.....	1	.....	.....	.....	.....
Nutrition workers.....	.....	.....	.....	.....	.....	.....	3	.....	.....	.....	.....	5	.....	.....	.....	.....
Totals.....	.....	2,231	44,670	42,646	87,316	.....	2,268	45,039	43,072	88,111	.....	2,276	44,907	42,597	87,504	.....

† Includes Dean of Girls.

‡ Vocational schools transferred to the County Board of Vocational Education January 1, 1925. The 47 teachers are not included in the total.

* Does not include those admitted from grammar school during year.

** Pupils enrolled in regular classes are sent to speech correction centers for special instruction.

SYNOPSIS SHOWING TYPES OF SCHOOLS, NUMBER OF TEACHERS EMPLOYED AND ENROLLMENT—Continued

TYPES OF SCHOOLS	1922-1923					1923-1924					1924-1925				
	No. of Schools or Classes	No. of Teachers Em- ployed	Enrollment			No. of Schools or Classes	No. of Teachers Em- ployed	Enrollment			No. of Schools or Classes	No. of Teachers Em- ployed	Enrollment		
			Boys	Girls	Total			Boys	Girls	Total			Boys	Girls	Total
<i>Evening Schools</i>															
High.....	6	153	2,510	3,267	5,777	6	143	2,539	3,122	5,661	6	144	2,277	3,025	5,302
Elementary.....	9	99	2,852	1,315	4,167	9	100	3,454	1,261	4,715	10	99	2,721	1,016	3,737
Vocational.....	2	52	1,375	692	2,067	2	67	2,013	764	2,777	2	162	1,935	822	2,757
Deaf.....	1	2	10	5	15	1	4	18	24	42	1	3	5	14	19
Americanization classes.....	2	2	8	66	74	2	7	228	209	437	2	8	263	164	427
Supervisors.....		5					5					5			
Totals.....	....	313	6,755	5,345	12,100	....	326	8,252	5,380	13,632	....	298	7,201	5,041	12,242
<i>Summer Schools</i>															
Senior high.....	2	63	1,047	688	1,735	2	73	1,226	772	1,998	2	80	1,298	782	2,080
Junior high (7th, 8th, 9th grades).....	1	8	72	84	156	1	8	120	97	217	1	11	108	135	243
Elementary.....	23	412	6,903	6,457	13,360	24	410	7,522	7,046	14,568	24	418	7,481	6,812	14,293
Supervisors.....		2					1					1			
Totals.....	....	485	8,022	7,229	15,251	....	492	8,868	7,915	16,783	....	510	8,887	7,729	16,616
<i>All-year Schools (Summer Session)</i>															
Senior high.....	1	85	778	935	1,713	1	86	832	927	1,759	1	87	857	1,002	1,859
Junior high (7th, 8th, 9th grades).....	1	21	376	345	721	1	21	334	338	672	1	20	315	321	636
Elementary.....	8	290	5,045	4,645	9,690	8	296	5,197	4,882	10,079	8	302	5,006	4,947	9,953
Vocational.....	2	25	463	....	463	2	29	561	....	561	....	11	195	....	337
Special.....	4	9	95	92	187	4	9	85	79	164	....	11	....	142	....
Totals.....	....	430	6,757	6,017	12,774	....	441	7,009	6,226	13,235	....	420	6,373	6,412	12,785

† Boys' Vocational Evening School was transferred to the County Board of Vocational Education January 1, 1925. The 23 teachers of that school are not included in the grand total.

ENROLLMENT, ATTENDANCE, ETC.

ALL DAY SCHOOLS

	1922-1923	1923-1924	1924-1925
Total enrollment	87,316	88,111	87,504
Average enrollment	72,091	73,128	73,078
Average attendance	65,704	66,560	66,751
Percent of attendance.....	91.1	91.	91.3
Number of days schools were actually in session.....	195	193	196
Total number of days present—			
Boys	6,818,296	6,824,060½	6,924,472
Girls	6,522,565½	6,520,090	6,580,216
All pupils	*13,340,861½	*13,344,150½	*13,504,688
Total number of days absent—			
Boys	647,776	658,853	642,810½
Girls	651,137	657,956	639,217
All pupils	*1,298,913	*1,316,809	*1,282,027½
Average number of days present—all pupils	152.8	151.4	154.3
Average number of days absent—all pupils	14.9	14.9	14.6
Number of pupils who have been neither absent nor tardy during the year.....	1,363	1,210	1,496
Number of sessions truant.....	31,412½	29,253½	29,718½
Total number of cases of tardiness	97,145	100,244	96,323
Total attendance allowed by State—			
Day schools	†13,377,217½	‡13,350,426	§13,542,882½
Evening schools	237,939	282,417½	268,675
Summer schools	226,349	213,222½	241,318
Quarantine	49,691½	60,568½	46,479
Allowance	673	1,029	766
Total allowance	13,891,870	13,907,663½	14,100,120½

* Includes days present and days absent in all-year schools for July and August.

† Includes 100,896 days for continuation schools.

‡ Includes 90,297 days for continuation schools.

§ Includes 115,265 days for continuation schools.

AGE, SEX AND NUMBER OF PUPILS ENROLLED

AGE	1922-1923				1923-1924				1924-1925			
	Boys	Girls	Total	Percent of Total Enrollment	Boys	Girls	Total	Percent of Total Enrollment	Boys	Girls	Total	Percent of Total Enrollment
Under 4	1,119	1,066	2,185	2.5	32	20	52	.06	37	29	66	.08
4 to 5	2,770	2,695	5,474	6.27	1,014	1,067	2,081	2.36	1,061	1,067	2,128	2.43
5 to 6	3,847	3,830	7,677	8.79	2,869	2,654	5,523	6.27	2,665	2,671	5,336	6.1
6 to 7	3,878	3,745	7,623	8.73	3,811	3,795	7,606	8.63	3,649	3,436	7,085	8.1
7 to 8	3,928	3,834	7,762	8.89	3,925	3,870	7,745	8.79	3,868	3,905	7,773	8.89
8 to 9	3,886	3,693	7,579	8.68	3,851	3,757	7,608	8.63	3,807	3,709	7,516	8.59
9 to 10	3,757	3,771	7,528	8.62	3,923	3,861	7,784	8.83	3,800	3,675	7,475	8.54
10 to 11	3,936	3,736	7,672	8.44	3,800	3,687	7,487	8.5	3,848	3,778	7,626	8.72
11 to 12	3,740	3,787	7,527	8.66	3,768	3,688	7,456	8.46	3,587	3,587	7,292	8.33
12 to 13	3,687	3,561	7,248	8.3	3,658	3,691	7,349	8.34	3,740	3,742	7,482	8.55
13 to 14	4,782	4,389	9,171	10.5	3,753	3,815	7,568	8.59	3,739	3,674	7,413	8.47
14 to 15	5,353	2,908	8,261	9.5	3,401	3,001	6,402	7.27	4,675	3,432	8,107	9.26
15 to 16	1,294	1,013	2,307	2.64	1,325	1,077	2,402	2.73	3,643	4,090	7,703	8.8
16 to 17	574	392	966	1.11	402	480	882	1.02	1,543	1,077	2,620	2.99
17 to 18	156	136	292	.42	293	192	485	.53	677	484	1,161	1.33
18 to 19	90	44	134	.15	126	50	176	.20	291	176	467	.53
19 to 20	52	26	78	.09	55	14	69	.08	131	49	180	.21
Over 20	44,670	42,646	87,316	100.	45,039	43,072	88,111	100.	44,907	42,597	87,504	100.
Totals	44,670	42,646	87,316	100.	45,039	43,072	88,111	100.	44,907	42,597	87,504	100.

Comparison of Population with School Enrollment

Year	Census	Population	School enrollment	Per cent
1905	State	283,289	46,960	16.5
1910	U. S.	347,469	57,742	16.6
1915	State	366,728	69,994	19.0
1920	U. S.	414,524	76,149	18.3
1921	Estimated	421,465	83,450	19.8
1922	Estimated	431,353	85,408	19.8
1923	Estimated	438,774	87,316	19.9
1924	Estimated	442,769	88,111	19.9
1925	Estimated	448,738	87,504	19.5

Total Enrollment, Average Enrollment, and Average Attendance for the Past Five Years

Year	Total enrollment	Average enrollment	Average attendance
1921.....	83,450	67,546	61,539
1922.....	85,408	70,335	64,009
1923.....	87,316	72,091	65,704
1924.....	88,111	73,128	66,560
1925.....	87,504	73,078	66,751

Annual Increase in Enrollment and in Attendance for the Past Five Years

Year	Total enrollment	Average enrollment	Average attendance
1921.....	7,301	1,889	2,652
1922.....	1,958	2,789	2,470
1923.....	1,908	1,756	1,695
1924.....	795	1,037	856
1925.....	*607	*50	191

* Decrease.

ENROLLMENT BY GRADES

	1921-22	1922-23	Increase or decrease	1923-24	Increase or decrease	1924-25	Increase or decrease
† Junior college	144	.....	-144	7,556	+197	7,743	+187
‡ Senior high schools	6,915	7,359	+444	2,808	+292	2,691	-117
Junior high schools	2,346	2,516	+170	24,031	+265	24,401	+370
Grammar grades	23,313	23,766	+453	36,741	+232	36,469	-272
Primary grades	36,152	36,509	+357	10,535	-122	10,086	-449
Kindergarten	10,472	10,657	+185	2,303	-41	2,233	-70
Special schools	1,835	2,344	+509	4,137	-28	3,881	-256
Continuation schools	4,231	4,165	-66				

† Does not include pupils admitted from high schools during year.

‡ Does not include pupils admitted from grammar schools during year.

DISTRIBUTION OF PUPILS BY GRADES FOR LAST FIVE YEARS
(Based on total enrollment)

GRADE	Number of Pupils					Percentage				
	1921	1922	1923	1924	1925	1921	1922	1923	1924	1925
Junior College.....	121	144	7,359	7,556	7,743	14	17	8.43	8.58	8.85
Senior High.....	6,388	6,915	11,296	11,358	11,256	7.66	8.10	1.29	1.54	1.44
Junior High (9th grade).....	301	967	4,837	4,754	4,579	5.10	5.50	5.54	5.40	5.23
Eighth.....	4,307	4,699	5,584	5,747	6,233	6.58	6.70	6.36	6.52	7.12
Seventh.....	5,424	5,799	6,584	7,064	7,002	8.08	7.65	7.98	8.02	8.00
Sixth.....	6,742	6,536	6,965	7,004	7,002	8.13	8.96	8.93	8.98	9.17
Fifth.....	7,620	7,658	7,800	7,916	8,026	9.12	9.36	9.06	9.01	9.64
Fourth.....	7,611	8,002	7,860	7,966	8,436	9.48	9.48	9.67	10.05	9.44
Third.....	7,911	8,093	8,444	8,854	8,881	10.79	10.29	10.79	9.96	10.15
Second.....	8,998	8,787	9,419	8,776	10,893	13.37	13.20	12.35	12.60	12.15
First.....	11,160	11,270	10,786	11,104	10,893	12.64	12.26	12.21	12.00	11.53
Kindergarten.....	10,549	10,472	10,657	10,576	10,086	12.11	11.11	11.10	11.11	10.10
Ungraded.....	103	94	91	95	89	.12	.11	.10	.11	.10
Vocational.....	476	535	943	992	1,030	.57	.63	1.08	1.13	1.18
Binet.....	483	502	520	556	584	.58	.59	.60	.63	.67
Deaf.....	90	88	84	84	91	.11	.10	.10	.10	.10
Blind and Sight Conservation.....	21	23	20	25	29	.03	.03	.02	.03	.03
Open Window and Tubercular.....	379	423	448	317	149	.46	.50	.51	.36	.17
Crippled.....	106	170	238	234	261	.12	.20	.27	.26	.30
Continuation.....	4,660	4,231	4,165	4,137	3,881	5.58	4.95	4.77	4.69	4.43
Total.....	83,450	85,408	87,316	88,111	87,504	100.	100.	100.	100.	100.

ENROLLMENT IN THE SEVERAL SCHOOLS AT THE CLOSE OF THE YEAR, JUNE 30, COMPARED WITH SIMILAR ENROLLMENT FOR THE PRECEDING YEAR AND INCLUDING PART TIME CLASSES

SCHOOL	1922	1923	In-crease	Part-time Classes		De-crease	In-crease	De-crease	Part-time Classes		1924	In-crease	De-crease	Part-time Classes		1925	In-crease	De-crease	Part-time Classes	
	1922	1923		Num-ber	Enroll-ment				Num-ber	Enroll-ment				Num-ber	Enroll-ment				Num-ber	Enroll-ment
Junior College.....	121					121														
Barringer High.....	1,520	1,709	189								1,757	48				1,747		10		
Central High.....	1,795	1,945	150								1,977	32				2,095	118			
East Side High.....	1,145	1,224	79								1,238	14				1,168		70		
South Side High.....	1,333	1,514	181								1,702	188				1,883	181			
Cleveland Junior High.....	945	967	22								940		27			900		40		
Madison Junior High.....	646	669	23								746	77				763	17			
Robert Treat Junior High.....	867	776				91					871	95				793		78		
Abington Ave.....	1,630	1,617			16	13					1,764	147				1,730		34		
Alexander St.....	960	983	23								1,067	84				1,206	139			
Ann St. (John Catlin).....	1,987	1,992	5		14	631					1,950		42			1,984	34			
Avon Ave.....	1,488	1,521	33								1,498		23			1,414		84		
Belmont Ave.....	1,616	1,626	10								1,668	42				1,548		120		
Bergen St.....	1,470	1,601	131								1,615	14				1,590		25		
Bruce St.....	386	380				6					377		3			372		5		
Burnet St.....	1,311	1,354	43								1,350		4			1,424	74			
Camden St.....	1,141	1,195	54								1,236	41				1,119		117		
Central Ave.....	1,544	1,549	5								1,537		12			1,179		358		
Charlton St.....	1,359	1,419	60								1,349		70			1,434	85			
Chestnut St.....	788	645				143					671	26				648		23		
Cleveland Elementary.....	1,102	991				111					984					891		93		
Dayton St.....	57	66	9								61		5			65	4			
Eighteenth Ave. (Milford).....	1,346	1,297			8	302					1,144		153			1,294	150			
Elizabeth Ave.....	244	244			2						276		18			238		12		
Elliott St.....	1,040	1,004			12	634					977		27			964		92		
Fifteenth Ave. (Moses Bigelow).....	1,623	1,747	124								1,654		93			1,746		13		
Fourteenth Ave.....	1,187	1,241	54								1,240		1			1,213		27		
Franklin.....	2,044	1,990			54						2,035	45				1,868		167		
Garfield.....	1,271	1,270									1,302	32				1,334	32			
Hawkins St.....	789	777									796	19				1,276	480			
Hawthorne Ave.....	1,211	1,429	218			12					1,942	513				2,366	424			
Lafayette St.....	2,134	2,121			13						2,021		100			1,962		59		
Lawrence St.....	148	90			58						69		21			62		7		
Lincoln.....	433	456	23								490	34				522	32			

ENROLLMENT IN THE SEVERAL SCHOOLS AT THE CLOSE OF THE YEAR, JUNE 30, COMPARED WITH SIMILAR ENROLLMENT FOR THE PRECEDING YEAR AND INCLUDING PART TIME CLASSES—Continued

SCHOOL	1922	1923	In-crease	De-crease	Part-time Classes		1924	In-crease	De-crease	Part-time Classes		1925	In-crease	De-crease	Part-time Classes	
					Num-ber	Enroll-ment				Num-ber	Enroll-ment				Num-ber	Enroll-ment
<i>Ungraded</i>																
Academy St. Ungraded	20	19		1			20	1				22	2			
Chestnut St. Ungraded (No. 2)	39	43	4				42		1			44	2			
So. Tenth St. Ungraded (No. 1)	42	42					42					43	1			
<i>Binet</i>																
Abington Ave. Binet																
Alyea Street Binet (No. 3)	75	91	16				84		7			17	17			
Coe's Place Binet (No. 2)	122	143	21				136		7			117		19		
Eighteenth Ave. Binet																
Fifteenth Ave. Binet	28	32	4				34	2				86	86			
McKinley Binet												37	3			
Robert Treat Binet	79	80	1				80					15	15		80	
South St. Binet							17	17				18	1			
So. Seventeenth St. Binet	29	32	3				36	4				35		1		
State St. Binet (No. 1)	127	144	17				141		3			122		19		
Waverly Ave. Binet	25	34	9				31		3					31		
Wickliffe St. Binet												83	83			
<i>Blind</i>																
Robert Treat Blind	7	9	2		3		9					6		3		
Washington St. Blind	15	12					13	1				13				
<i>Deaf</i>																
School for the Deaf	79	76		3			71		5			81	10			
<i>Open Window</i>																
Alexander St.	26	25		1					25							
Ann St. (John Catlin)	27	28	1				30	2				30				
Camden St.	29	30	1						30							
Eighteenth Ave. (Milford)	30	28		2			28							28		
Fifteenth Ave. (Moses Bigelow)	30	29		1			27		2			30	3			
Franklin	29	30	1													
Garfield	28	28							28							
Lafayette St.	30	30					30					30				
Lawrence St.	30	30		30												
McKinley	30	30							30							
Montgomery St.	21	26	5				25		1			19		6		

ELEMENTARY SCHOOLS

*Average Number of Pupils Per Class and Kindergarten
Statistics—1922-1923*

SCHOOL	Grammar and primary				Kindergarten			
	No. of classes	Average enrollment	Average attendance	Pupils per class	No. of teachers	Enrollment	Average enrollment	Average attendance
Abington Avenue.....	34	1,393	1,278	41	3	294	148	136
Alexander Street.....	23	911	846	40	1½	114	78	58
Ann Street (John Catlin)...	46	1,863	1,697	41	2½	271	155	132
Avon Avenue.....	33	1,421	1,314	43	3	217	141	123
Belmont Avenue.....	38	1,511	1,383	40	3	318	147	124
Bergen Street.....	37	1,495	1,379	40	3	214	134	103
Bruce Street.....	7	283	255	40	1½	146	92	76
Burnet Street.....	30	1,265	1,132	42	2	174	106	82
Camden Street.....	22	967	900	44	4	334	215	181
Central Avenue.....	36	1,506	1,372	42	1½	131	91	77
Charlton Street.....	32	1,222	1,142	38	4	311	202	172
Chestnut Street.....	16	629	569	39	1	114	59	45
Cleveland (Kdg.—6th).....	25	940	869	38	3	302	117	96
Dayton Street.....	2	65	59	33				
Eighteen Ave. (Milford)....	31	1,214	1,119	39	2	177	111	93
Elizabeth Avenue.....	5	202	177	40	1	105	62	51
Elliott Street.....	24	939	851	39	1½	128	81	65
Fifteenth Avenue (Moses Bigelow).....	37	1,555	1,448	42	3	258	181	137
Fourteenth Avenue.....	24	1,063	986	44	3	263	184	148
Franklin.....	43	1,819	1,706	42	4	328	226	202
Garfield.....	29	1,154	1,056	40	3	213	135	108
Hawkins Street.....	16	688	627	43	2	148	87	77
Hawthorne Ave.....	31	1,300	1,182	42	2	172	103	80
Lawrence Street.....	4	116	108	29				
Lafayette Street.....	49	1,938	1,709	40	3½	395	168	143
Lincoln.....	11	417	382	38	1	61	36	26
Madison (Kdg.—6th).....	25	970	879	39	2	168	110	81
McKinley.....	56	2,110	1,959	38	6	571	310	265
Miller Street (Hamilton)...	37	1,434	1,287	39	1½	156	82	62
Monmouth Street.....	22	860	794	39	2	159	98	78
Montgomery Street.....	20	793	736	40	2	172	109	83
Morton Street (Joseph E. Haynes).....	35	1,453	1,354	42	3	299	188	153
Newton Street (Grace M. Duffy).....	38	1,481	1,352	39	5	464	232	200
Oliver Street (Carteret)....	39	1,566	1,453	40	4	301	216	191
Peshine Avenue (Berkeley)	27	1,230	1,116	46	2	175	115	81
Ridge Street.....	15	621	567	41	1	109	62	47
Robert Treat (Kdg.—6th)...	39	1,522	1,401	39	4	322	181	153
Roseville Avenue.....	8	326	294	41	1½	103	56	42
South Street.....	19	816	747	43	3	230	138	118
South Eighth Street.....	30	1,166	1,083	39	2	170	91	75
South Market Street.....	14	569	536	41	2	123	78	70
South Seventeenth Street (West Side).....	34	1,372	1,273	40	2	189	112	87
South Tenth Street.....	20	826	776	41	2	157	103	84
Speedway Avenue.....	7	289	272	41	1½	115	71	59
Summer Avenue.....	19	833	760	44	1	73	47	31
Summer Place.....	7	310	280	44	1	72	41	33
Sussex Avenue.....	20	852	764	43	1½	118	85	59
Walnut Street.....	6	218	200	36	2	122	79	67
Warren Street.....	18	744	696	41	3	239	159	134
Washington Street.....	16	608	566	38	1	114	68	57
Waverly Avenue.....	16	670	626	42	2	139	91	79
Webster Street.....	29	1,148	1,085	40	3	254	146	128
Wilson Avenue (Monteith)...	37	1,479	1,322	40	4	355	149	135
Totals.....	1,338	54,142	49,724	40	124	10,657	6,276	5,187

*Average Number of Pupils Per Class and Kindergarten
Statistics—1923-1924*

SCHOOL	Grammar and primary				Kindergarten			
	No. of classes	Average enrollment	Average attendance	Pupils per class	No. of teachers	Enrollment	Average enrollment	Average attendance
Abington Avenue.....	37	1,464	1,368	40	4	384	192	169
Alexander Street.....	24	976	912	41	1½	137	90	72
Ann Street.....	47	1,859	1,708	40	3	257	164	141
Avon Avenue.....	33	1,418	1,294	43	2½	218	134	119
Belmont Avenue.....	39	1,530	1,386	39	3	326	146	125
Bergen Street.....	38	1,550	1,427	41	2	177	106	84
Bruce Street.....	7	302	273	43	2	149	91	74
Burnet Street.....	32	1,271	1,126	40	2½	228	141	107
Camden Street.....	22	1,001	934	46	4	342	225	187
Central Avenue.....	36	1,477	1,355	41	2	136	93	79
Charlton Street.....	32	1,236	1,149	39	4	277	168	141
Chestnut Street.....	17	618	556	36	1	116	62	50
Cleveland (Kdg.—6th).....	24	896	818	37	3	275	121	104
Dayton Street.....	2	69	62	35	.....	.....	.....	.....
Eighteenth Avenue.....	28	1,073	984	38	2	144	88	75
Elizabeth Avenue.....	5	192	170	38	1	108	55	46
Elliott Street.....	24	928	838	39	2	151	97	80
Fifteenth Avenue.....	37	1,540	1,432	42	3	255	172	130
Fourteenth Avenue.....	24	1,075	1,000	45	3	259	179	138
Franklin.....	44	1,835	1,709	42	4	321	210	186
Garfield.....	29	1,203	1,084	41	3	205	131	104
Hawkins Street.....	16	755	688	47	2	158	43	39
Hawthorne Avenue.....	42	1,707	1,564	41	2½	198	126	96
Lafayette Street.....	46	1,897	1,682	41	3	314	141	121
Lawrence Street.....	2	70	64	35	.....	.....	.....	.....
Lincoln.....	11	440	403	40	1	80	47	35
Madison (Kdg.—6th).....	25	1,000	900	40	2	173	98	71
McKinley.....	53	1,988	1,852	38	6	524	273	234
Miller Street.....	39	1,510	1,355	39	1½	152	89	68
Monmouth Street.....	20	802	729	40	2	142	89	69
Montgomery Street.....	18	701	647	39	2	177	102	76
Morton Street.....	36	1,456	1,320	40	3	253	151	131
Newton Street.....	38	1,451	1,327	38	5	404	221	190
Oliver Street.....	39	1,577	1,467	40	4	286	185	160
Peshine Avenue.....	38	1,527	1,410	40	3	235	156	123
Ridge Street.....	15	620	562	41	1	85	53	42
Robert Treat (Kdg.—6th).....	37	1,541	1,423	42	4	264	167	141
Roseville Avenue.....	9	344	309	38	1	92	57	43
South Street.....	18	806	734	45	3	199	129	112
South Eighth Street.....	30	1,174	1,091	39	2	166	102	83
South Market Street.....	14	592	562	42	2	124	74	66
South Seventeenth Street.....	34	1,397	1,282	41	2	199	126	97
South Tenth Street.....	20	860	806	43	2	145	98	80
Speedway Avenue.....	7	307	284	44	1½	119	65	52
Summer Avenue.....	20	843	762	42	1	78	42	35
Summer Place.....	7	301	266	43	1	80	44	31
Sussex Avenue.....	20	839	759	42	2	143	97	68
Walnut Street.....	6	215	199	36	2	141	84	71
Warren Street.....	20	786	719	39	3	222	136	114
Washington Street.....	17	636	592	37	1½	125	68	56
Waverly Avenue.....	16	650	596	41	2	144	89	72
Webster Street.....	28	1,109	1,044	40	3	274	136	122
Wilson Avenue.....	37	1,488	1,334	40	3	374	155	144
Totals.....	1,359	54,902	50,317	40	126½	10,535	6,108	5,053

*Average Number of Pupils Per Class and Kindergarten
Statistics—1924-1925*

SCHOOL	Grammar and primary				Kindergarten			
	No. of classes	Average enrollment	Average attendance	Pupils per class	No. of teachers	Enrollment	Average enrollment	Average attendance
Abington Avenue.....	38	1,459	1,366	38	4	357	199	175
Alexander Street.....	26	1,086	1,024	42	2	149	100	78
Ann Street.....	48	1,861	1,690	39	3	250	162	137
Avon Avenue.....	33	1,342	1,226	41	2	198	117	104
Belmont Avenue.....	38	1,449	1,328	38	2	256	117	101
Bergen Street.....	37	1,500	1,372	41	2	187	115	94
Bruce Street.....	7	294	270	42	2	139	94	77
Burnet Street.....	34	1,355	1,203	40	3	256	158	114
Camden Street.....	22	892	835	41	4	321	208	172
Central Avenue.....	28	1,138	1,063	41	2	134	86	76
Charlton Street.....	33	1,293	1,193	39	4	273	168	144
Chestnut Street.....	16	607	558	38	1	139	76	64
Cleveland (Kdg.—6th).....	23	829	769	36	3	229	100	85
Dayton Street.....	2	65	56	33				
Eighteenth Avenue.....	30	1,239	1,135	41	2	175	56	46
Elizabeth Avenue.....	5	200	177	40	1	86	49	40
Elliott Street.....	24	882	809	37	2	145	86	73
Fifteenth Avenue.....	37	1,576	1,456	43	3	256	161	128
Fourteenth Avenue.....	24	1,061	987	44	3	244	173	134
Franklin.....	43	1,729	1,612	40	4	286	202	179
Garfield.....	31	1,232	1,138	40	3	217	139	114
Hawkins Street.....	29	1,199	1,102	41	2	171	95	84
Hawthorne Avenue.....	52	2,177	1,985	42	2	168	105	75
Lafayette Street.....	46	1,761	1,589	38	3	385	190	162
Lawrence Street.....	2	51	45	26		6	8	7
Lincoln.....	12	467	436	39	1	78	48	35
Madison (Kdg.—6th).....	26	1,042	958	40	2	150	100	72
McKinley.....	51	1,936	1,801	38	6	496	277	240
Miller Street.....	39	1,552	1,412	40	2	136	79	63
Monmouth Street.....	20	725	668	36	2	140	89	72
Montgomery Street.....	17	671	617	39	2	157	97	76
Morton Street.....	36	1,397	1,282	39	3	218	134	109
Newton Street.....	39	1,500	1,373	38	5	397	203	178
Oliver Street.....	39	1,513	1,391	39	3	243	163	146
Peshine Avenue.....	40	1,637	1,485	41	3	218	133	100
Ridge Street.....	16	586	538	37	1	104	62	46
Robert Treat (Kdg.—6th).....	39	1,514	1,397	39	4	284	171	142
Roseville Avenue.....	9	336	300	37	1	89	52	38
South Street.....	18	782	714	43	3	218	135	116
South Eighth Street.....	30	1,119	1,046	37	2	154	93	78
South Seventeenth Street.....	38	1,485	1,362	39	2	175	105	86
South Tenth Street.....	21	848	798	40	2	141	83	70
Speedway Avenue.....	7	295	276	42	1	111	65	56
Summer Avenue.....	20	850	773	43	1	83	51	42
Summer Place.....	7	298	269	43	1	66	41	31
Sussex Avenue.....	20	900	825	45	2	135	94	65
Walnut Street.....	6	225	203	38	2	155	93	76
Warren Street.....	25	982	918	39	3	231	153	129
Washington Street.....	15	607	569	40	2	130	71	60
Waverly Avenue.....	16	665	619	42	2	124	36	31
Webster Street.....	34	1,271	1,200	37	3	262	133	121
Wilson Avenue.....	41	1,589	1,425	39	4	364	152	136
Totals.....	1,389	55,069	50,643	40	124	10,086	5,877	4,877

*Statistics of Enrollment of Grammar School Pupils for the
Last Ten Years*

Year	Grammar school enrollment	Enrollment seventh grade	Enrollment eighth grade	Increase seventh grade	Increase eighth grade
1916.....	21,725	4,378	3,292	384	* 57
1917.....	22,122	4,503	3,478	125	186
1918.....	21,458	4,342	3,599	*161	121
1919.....	23,404	4,809	3,561	467	* 38
1920.....	23,071	5,287	3,856	478	295
1921.....	24,093	5,424	4,307	137	451
1922.....	24,692	5,799	4,699	375	392
1923.....	25,156	5,554	4,837	*245	138
1924.....	25,481	5,747	4,754	193	* 83
1925.....	25,836	6,233	4,575	486	*179

* Decrease.

**Enrollment, Attendance, etc., for the Months of July and August 1924*

	High school	Junior high school (7-8-9 grades only)	Elementary and special schools			Grand total
			Grammar	Primary	Kindergarten	
Number of schools.....	1	1	.....	.....	.....	15
Total enrollment.....	1,759	672	4,282	5,560	962	13,235
Average enrollment.....	1,634	643	4,055	5,106	878	12,316
Average attendance.....	1,508	613	3,765	4,683	772	11,341
Per cent. of attendance.....	92.3	95.3	.....	.....	.....	92.1
Number who left during term.....	494	50	390	646	95	1,675
†Number of pupils promoted.....	1,421	536	2,653	3,799	226	8,635
Number of pupils not promoted.....	695	90	658	1,083	640	3,146
Number of cases of tardiness.....	325	42	602	955	30	1,954
Number of cases of illness of pupils attributable to school.....	38—	2	84+	107+	9+	240+
Number of days illness of teachers and pupils.....	.....	.....	25	15	1	41
Number of classes.....	57	21	125	133	19	355
	Men	Women	Men	Women	Women	Grand total
Number of teachers employed, including principals and clerk.....	58	28	67	.....	267	441
Number of graduates.....	42	62	97	.....	73	377

* Similar figures for the regular school year may be found on pages 179-183.

† No promotion in the Boys' Vocational and Elizabeth Avenue Tubercular schools in August.

‡ Includes four special schools.

*Enrollment, Attendance, etc., for the Months of July and August 1925

	High school		Junior high school (7-8-9 grades only)		Elementary and special schools				Grand total
	Men	Women	Men	Women	Grammar	Primary	Kindergarten	Total	
Number of schools.....	1		1					13	15
Total enrollment.....	1,859		636		3,616	5,664	1,010	10,290	12,785
Average enrollment.....	1,763		615		3,395	5,153	911	9,459	11,837
Average attendance.....	1,629		584		3,192	4,765	811	8,768	10,981
Per cent. of attendance.....	92.4		94.9					92.7	92.8
Number who left during term.....	148		28		305	625	93	1,023	1,199
Number of pupils promoted.....	1,197		514		2,601	3,823	384	6,808	8,519
Number of pupils not promoted.....	662		99		672	1,068	535	2,275	3,036
Number of cases of tardiness.....	394		28		486	897	265	1,648	2,070
Number of cases of illness of pupils attributable to school.....					1	12		13	13
Number of days illness of teachers.....	29		3		79	106	11	187	119
Number of cases of quarantine, teachers and pupils.....	2		2		16	45	9	70	74
Number of classes.....	59		21		98	137	19	254	234
	Men	Women	Men	Women	Men		Women	Total	Grand total
Number of teachers employed, including principals and clerk.....	58	29	9	11	39		273	312	419
Number of graduates.....	66	88	46	44	163		147	310	554

* Similar figures for the regular school year may be found on pages 184-188.

† No promotion in the Elizabeth Avenue Open Air school and in the crippled classes in August.

‡ Includes five special schools.

HIGH SCHOOLS

*Statistics of Enrollment and Attendance of High School Pupils
for the Last Ten Years*

Year	*Total enrollment	In-crease	Per cent of in-crease	Average enrollment	In-crease	Average attendance	In-crease
1916.....	6,461	1,020	18.7	4,963	672	4,638	603
1917.....	6,551	90	1.4	5,129	166	4,790	152
1918.....	6,424	†127	†1.9	5,167	48	4,791	1
1919.....	6,775	351	5.2	5,103	†64	4,716	†75
1920.....	7,115	340	5.	5,401	298	5,006	290
1921.....	8,252	1,137	15.9	5,942	541	5,520	514
1922.....	9,751	1,499	18.2	7,211	1,269	6,658	1,138
1923.....	11,371	1,620	16.6	7,858	647	7,274	616
1924.....	11,356	†15	†.13	8,221	363	7,602	328
1925.....	11,746	390	3.4	8,433	212	7,786	184

* Includes pupils admitted from grammar schools during year and the 9th year pupils in junior high schools beginning with 1918.

† Decrease.

*Distribution by Grades, Including Ninth Grade of Junior High Schools
1922-1923*

Grade	Boys	Girls	Total	Increase over 1922	Per cent of total enrollment
First year	2,987	2,772	†5,759	746	50.6
Second year	1,443	1,331	2,774	465	24.4
Third year	926	888	1,814	450	16.
Fourth year	597	427	1,024	*41	9.
Total	5,953	5,418	11,371	1,620	100.

† Includes pupils admitted from grammar schools during year and 9th year pupils in junior high schools. Of these 1,040 boys, 1,046 girls were enrolled in the three junior high schools.

* Decrease.

1923-1924

Grade	Boys	Girls	Total	Increase over 1923	Per cent of total enrollment
First year	2,941	2,758	†5,699	* 60	50.2
Second year	1,589	1,386	2,975	201	26.2
Third year	777	699	1,476	*338	13.
Fourth year	639	567	1,206	182	10.6
Total	5,946	5,410	11,356	* 15	100.

† Includes pupils admitted from grammar schools during year and 9th year pupils in junior high schools. Of these 1,046 boys, 1,106 girls were enrolled in the three junior high schools.

* Decrease.

1924-1925

Grade	Boys	Girls	Total	Increase over 1924	Per cent of total enrollment
First year	2,989	2,657	†5,646	* 50	48.1
Second year	1,694	1,387	3,081	106	26.2
Third year	929	741	1,670	194	14.2
Fourth year	707	642	1,349	143	11.5
Total	6,319	5,427	11,746	390	100.

† Includes pupils admitted from grammar schools during year and 9th year pupils in junior high schools. Of these 961 boys and 1,102 girls were enrolled in the three junior high schools.

* Decrease.

Junior High Schools—Distribution by Grades

1922-1923 Compared with 1921-1922

Year	7th Grade		8th Grade		*9th Grade		Total	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
1922-23	325	351	350	364	573	553	1,248	1,268
1921-22	369	319	309	382	476	491	1,154	1,192
Increase ....	.....	32	41	.....	97	62	94	76
Decrease	44	.....	.....	18	.....	.....	.....	.....

* Does not include pupils admitted during year from grammar school.

1923-1924 Compared with 1922-1923

Year	7th Grade		8th Grade		*9th Grade		Total	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
1923-24	372	390	315	373	685	673	1,372	1,436
1922-23	325	351	350	364	573	553	1,248	1,268
Increase	47	39	.....	9	112	120	124	168
Decrease ....	.....	.....	35	.....	.....	.....	.....	.....

* Does not include pupils admitted during year from grammar school.

1924-1925 Compared with 1923-1924

Year	7th Grade		8th Grade		*9th Grade		Total	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
1924-25	387	369	307	372	588	668	1,282	1,409
1923-24	372	390	315	373	685	673	1,372	1,436
Increase	15	.....	.....	.....	.....	.....	.....	.....
Decrease ....	.....	21	8	1	97	5	90	27

* Does not include pupils admitted during year from grammar school.

SPEECH IMPROVEMENT CENTERS
Enrollment in the Several Classes—1922-1923
And Disposition of Cases

CENTER	Enrolled in home school	Transferred from other schools	Enrolled from other sources	Total enrollment for year	Discontinued work during year	Remained for correction	Corrected	Still under treatment	Improved	Pathological cases	Psychological handicap	Schools represented in center, including center
Senior High.....	67	26	2	28	9	19	10	9	9	2	1	4
Belmont Avenue.....	63	15	1	83	10	73	47	26	26	.....	.....	11
Fifteenth Avenue.....	78	9	.....	72	11	61	36	25	25	6	6	3
Franklin.....	37	10	.....	88	15	73	28	45	45	13	1	7
Garfield.....	94	1	.....	38	5	33	7	26	26	3	3	2
Lafayette Street.....	42	4	.....	98	17	81	40	41	40	12	3	4
Madison.....	42	1	.....	98	.....	43	20	23	23	1	.....	2
Miller Street.....	141	6	.....	147	19	128	100	28	28	6	.....	4
Ridge Street.....	49	3	1	53	15	38	27	11	11	3	3	3
Robert Treat.....	63	25	3	91	22	69	44	25	24	6	1	16
South Eighth Street.....	55	6	.....	61	10	51	18	33	33	6	1	1
Wilson Avenue.....	33	.....	.....	33	4	29	9	20	20	4	2	1
Total.....	722	106	7	835	137	698	386	312	310	64	20	61

*Enrollment in the Several Classes—1923-1924
And Disposition of Cases*

CENTER	Enrolled in home school	Transferred from other schools	Enrolled from other sources	Total enrollment for year	Discontinued work during year	Remained for correction	Corrected	Still under treatment	Improved	Pathological cases	Psychological handicap	Schools reported in center, including center
Senior High.....	12	24	1	37	9	28	12	16	16	2	.....	6
Arm Street.....	58	.....	.....	58	6	52	20	32	32	.....	.....	1
Belmont Avenue.....	74	6	.....	80	10	70	33	37	37	1	1	6
Elliott Street.....	41	.....	.....	41	3	38	23	25	25	.....	.....	1
Fifteenth Avenue.....	55	.....	.....	61	12	49	23	26	25	3	.....	3
Franklin.....	114	3	.....	117	11	106	40	66	28	.....	.....	2
Garfield.....	62	2	.....	64	11	53	10	43	43	1	2	2
Lafayette Street.....	83	3	.....	86	20	66	43	23	21	2	.....	3
Madison.....	72	1	.....	73	14	59	23	36	36	1	.....	2
Miller Street.....	127	7	.....	134	24	110	79	31	31	.....	2	5
Ridge Street.....	34	.....	.....	34	11	23	12	11	11	.....	.....	1
Robert Treat.....	48	27	3	78	26	52	30	22	22	3	.....	17
South Eighth Street.....	65	5	.....	70	15	55	16	39	39	.....	1	3
Wilson Avenue.....	47	1	.....	48	7	41	29	12	12	2	.....	2
Total.....	892	85	4	981	179	802	383	419	416	18	6	54

Enrollment in the Several Classes—1924-1925
And Disposition of Cases

CENTER	Enrolled in home school	Transferred from other schools	Enrolled from other sources	Total enrollment for year	Discontinued work during year	Remained for correction	Corrected	Still under treatment	Improved	Pathological cases	Psychological handicap	Schools represented in center, including center
Barringer High.....	26	0	0	26	2	24	6	18	17	0	0	1
South Side High.....	35	0	1	36	2	34	12	22	22	0	0	1
Ann Street.....	77	3	0	80	8	72	45	27	27	8	1	3
Belmont Avenue.....	102	2	0	104	17	87	44	33	33	0	0	2
Elliott Street.....	62	3	0	65	19	46	18	28	28	0	0	2
Fifteenth Avenue.....	64	3	0	67	8	59	36	23	23	8	0	3
Franklin.....	111	0	0	111	18	93	50	43	43	0	2	1
Garfield.....	85	1	0	86	17	69	35	34	34	1	2	3
Madison Jr. High.....	84	3	0	87	13	74	31	43	43	3	2	3
Miller Street.....	150	4	0	154	17	137	73	64	64	3	4	3
Robert Treat Jr. High.....	42	17	3	62	22	40	13	27	27	0	1	15
South 8th Street.....	83	1	0	84	22	62	31	31	31	0	2	2
Webster Street.....	56	0	0	56	6	47	6	41	41	1	0	1
Wilson Avenue.....	71	0	0	71	6	65	35	30	29	3	1	1
Total.....	1048	37	4	1089	180	909	435	464	462	27	15	40

PROMOTIONS AND NON-PROMOTIONS IN
ELEMENTARY SCHOOLS
TRADITIONAL SCHOOLS

Promotions of Pupils in Elementary Schools (not including all-year schools) by Grades, for Term Ending January 31, 1923

GRADE	On roll last day of term	Number of these (1) promoted during term	Number of these (1) promoted last day of term	Number of these (1) not promoted at any time during term	Number promoted twice during term	Number of pupils promoted during term who are not now on roll	Number of pupils demoted during term	Per cent. of individuals promoted	Per cent. of promotions on half year units of course of study completed	Number of pupils who were not promoted during the last two terms
8A	1,656	44	1,549	107	44	—	6	93.2	95.4	—
8B	1,844	59	1,627	178	20	9	19	89.3	90.4	1
7A	1,873	87	1,567	228	9	13	12	87.3	87.7	7
7B	2,160	15	1,834	325	14	2	3	84.8	85.5	—
6A	2,164	54	1,887	244	21	16	18	88.	88.9	15
6B	2,780	76	2,407	344	47	22	21	87.	88.6	9
5A	2,597	149	2,238	294	84	10	4	88.5	91.8	13
5B	3,034	184	2,528	368	46	18	5	87.8	89.3	18
4A	2,553	93	2,200	313	53	21	7	87.6	89.6	0
4B	2,965	151	2,538	335	59	17	16	88.2	90.2	19
3A	2,630	42	2,307	323	42	15	13	87.3	88.9	19
3B	3,110	122	2,744	295	51	28	12	90.2	91.5	29
2A	2,904	183	2,438	370	87	22	9	87.	90.	19
2B	3,626	212	2,956	533	75	48	10	85.2	87.2	27
1A	2,835	164	2,317	385	31	29	8	86.3	87.3	85
1B	4,010	11	3,052	957	10	24	5	76.1	76.4	86
Total	42,741	1,646	36,189	5,599	693	294	168	86.6	88.2	368
Kinderg'n	5,493	—	2,196	3,297	—	1	1	40.	40.	244

For Term Ending June 30, 1923

8A	1,742	46	1,649	90	43	4	3	94.6	97.1	6
8B	1,631	48	1,421	202	40	9	3	87.5	89.9	10
7A	1,992	56	1,767	214	45	13	7	88.9	91.2	13
7B	1,998	70	1,643	318	33	13	9	83.7	85.3	23
6A	2,607	105	2,269	263	30	13	10	89.5	90.7	15
6B	2,449	158	2,037	319	65	16	10	86.6	89.2	34
5A	2,944	175	2,602	287	120	31	7	90.1	94.1	23
5B	2,563	144	2,203	286	70	48	11	88.6	91.3	28
4A	2,863	186	2,497	238	58	21	5	91.5	93.5	10
4B	2,633	113	2,258	308	46	35	7	88.1	89.9	16
3A	3,037	97	2,754	282	96	27	9	90.5	93.6	29
3B	2,913	192	2,554	271	104	35	20	90.1	93.6	49
2A	3,342	238	2,890	344	130	50	10	89.5	93.3	16
2B	2,852	209	2,347	381	85	67	10	86.6	89.5	59
1A	3,400	153	2,858	421	32	45	4	87.6	88.5	70
1B	3,203	4	2,502	699	2	33	9	78.1	78.1	91
Total	42,169	1,994	36,251	4,923	999	460	134	88.1	90.9	492
Kinderg'n	4,550	—	2,278	2,272	—	13	2	50.1	50.1	275

Promotions of Pupils in Elementary Schools (not including all-year schools) by Grades, for Term Ending January 31, 1924

GRADE	On roll last day of term	Number of these (1) promoted during term	Number of these (1) promoted last day of term	Number of these (1) not promoted at any time during term	Number promoted twice during term	Number of pupils promoted during term who are not now on roll	Number of pupils demoted during term	Per cent. of individuals promoted	Per cent. of promotions on half year units of course of study completed	Number of pupils who were not promoted during the last two terms
8A.....	1,505	44	1,345	160	44	1	1	89.3	92.2	1
8B.....	1,869	42	1,568	300	41	6	13	83.3	85.5	10
7A.....	1,689	75	1,458	223	67	5	13	86.1	90.	10
7B.....	2,364	53	1,860	466	15	5	31	79.	79.7	25
6A.....	2,293	87	1,915	337	46	8	14	84.7	86.7	25
6B.....	2,780	18	2,389	390	17	6	19	85.3	85.9	26
5A.....	2,540	71	2,151	352	34	10	12	85.7	87.1	18
5B.....	3,140	155	2,608	451	74	23	10	85.4	87.8	37
4A.....	2,620	148	2,198	344	70	27	14	86.5	89.1	48
4B.....	3,092	113	2,556	473	50	29	21	84.2	85.8	25
3A.....	2,950	155	2,514	349	68	23	25	87.4	89.7	18
3B.....	3,287	168	2,753	455	89	46	20	85.7	88.4	53
2A.....	2,866	193	2,320	429	76	47	21	84.5	87.2	45
2B.....	3,412	274	2,711	518	91	75	15	84.7	87.3	36
1A.....	2,930	206	2,306	459	41	127	9	84.7	86.	51
1B.....	4,199	23	3,226	972	22	101	18	77.	77.5	79
Total....	43,536	1,825	35,878	6,678	845	539	256	84.3	86.2	507
Kinderg'n..	5,425	.....	2,305	3,120	.....	1	.....	42.5	42.5	118

For Term Ending June 30, 1924

8A.....	1,630	3	1,472	157	2	.....	3	90.2	90.3	13
8B.....	1,671	22	1,377	294	22	7	4	98.5	99.8	27
7A.....	2,051	60	1,762	281	52	8	18	85.5	88.	19
7B.....	2,241	82	1,745	455	41	25	10	79.5	81.3	39
6A.....	2,632	31	2,222	408	29	34	9	84.4	85.5	35
6B.....	2,385	28	1,996	389	28	14	10	83.4	84.5	41
5A.....	2,982	113	2,582	350	63	25	6	88.2	90.3	44
5B.....	2,724	115	2,258	387	36	45	9	85.7	87.	75
4A.....	2,959	189	2,601	258	89	32	10	91.	94.	26
4B.....	2,973	161	2,530	328	46	50	7	88.9	90.4	57
3A.....	3,122	160	2,643	383	64	55	9	87.7	89.7	31
3B.....	2,947	238	2,427	391	109	83	6	86.9	90.5	58
2A.....	3,127	290	2,515	424	102	73	8	86.5	89.7	59
2B.....	2,936	282	2,294	408	48	140	14	86.3	87.8	53
1A.....	3,607	263	2,948	460	64	162	6	87.6	89.3	61
1B.....	3,071	21	2,278	773	1	123	10	75.5	75.5	120
Total....	43,058	2,058	35,650	6,146	796	876	139	85.7	87.5	758
Kinderg'n..	4,347	.....	2,306	2,041	.....	12	.....	53.2	53.2	117

Promotions of Pupils in Elementary Schools (not including all-year schools) by Grades, for Term Ending January 31, 1925

GRADE	On roll last day of term	Number of these (1) promoted during term	Number of these (1) promoted last day of term	Number of these (1) not promoted at any time during term	Number promoted twice during term	Number of pupils promoted during term who are not now on roll	Number of pupils demoted during term	Per cent. of individuals promoted	Per cent. of promotions on half year units of course of study completed	Number of pupils who were not promoted during the last two terms
8A.....	1,566	56	1,408	155	53	.....	8	89.5	92.9	9
8B.....	1,814	24	1,518	296	24	28	12	83.2	84.5	16
7A.....	1,887	29	1,550	336	28	7	18	81.3	82.7	28
7B.....	2,483	14	2,011	472	14	9	7	80.7	81.3	20
6A.....	2,258	57	1,880	375	54	2	8	83.3	85.4	55
6B.....	2,799	69	2,351	446	67	26	9	83.8	86.3	40
5A.....	2,575	68	2,234	339	66	28	5	86.7	89.3	28
5B.....	3,236	93	2,726	451	34	19	10	85.8	86.8	39
4A.....	2,759	101	2,462	261	65	23	7	90.3	92.7	9
4B.....	3,211	191	2,706	408	94	21	7	87.1	90.7	15
3A.....	2,729	73	2,348	359	51	26	6	86.6	88.6	29
3B.....	3,090	189	2,623	357	79	33	11	88.2	90.7	32
2A.....	2,878	204	2,371	362	59	25	12	87.1	89.1	53
2B.....	3,469	210	2,803	501	45	22	10	85.3	86.7	38
1A.....	2,768	117	2,310	370	29	27	11	86.3	87.4	70
1B.....	4,239	3	3,170	1,069	3	19	2	74.8	74.9	87
Total.....	43,761	1,498	36,471	6,557	765	315	143	87.7	86.7	568
Kinderg'n.....	5,031	.....	2,007	3,024	.....	2	.....	39.9	39.9	106

For Term Ending June 30, 1925

8A.....	1,645	9	1,531	114	9	1	.....	93.1	93.6	7
8B.....	1,694	23	1,408	282	19	4	11	82.7	83.9	24
7A.....	2,221	22	1,881	337	19	3	8	84.5	85.3	30
7B.....	2,176	55	1,761	377	17	12	9	82.4	83.1	47
6A.....	2,547	33	2,184	363	33	16	2	85.8	87.7	32
6B.....	2,509	14	2,155	354	14	14	9	85.2	86.2	52
5A.....	3,032	44	2,656	374	42	23	11	87.4	88.8	31
5B.....	2,887	55	2,330	513	11	13	8	82.7	82.4	52
4A.....	3,012	181	2,563	346	78	26	15	88.1	90.7	17
4B.....	2,762	68	2,336	375	17	27	8	86.3	86.9	43
3A.....	3,008	109	2,571	403	75	32	6	86.5	89.7	44
3B.....	2,860	205	2,453	328	126	35	6	88.5	92.8	35
2A.....	3,243	187	2,708	397	49	26	11	87.5	89.7	43
2B.....	2,883	200	2,236	509	62	32	7	82.3	84.4	74
1A.....	3,524	174	2,937	448	35	64	10	87.2	88.2	88
1B.....	3,028	45	2,237	752	6	21	2	75.3	75.5	153
Total.....	43,031	1,424	35,947	6,272	612	349	123	85.3	86.7	772
Kinderg'n.....	4,332	.....	2,152	2,180	.....	13	.....	49.8	49.8	251

*Promotion of Pupils in Elementary Schools (not including *all-year schools)
by Schools, for Term Ending January 31, 1923*

SCHOOL	On roll last day of term	Number of these (1) promoted during term	Number of these (1) promoted last day of term	Number of these (1) not promoted at any time during term	Number promoted twice during term	Number of pupils promoted during term who are not now on roll	Number of pupils demoted during term	Per cent. of individuals promoted	Per cent. of promotions on half year units of course of study completed	Number of pupils who were not promoted during the last two terms
Alexander St.....	1,012	6	863	149	6	6	5	84.9	85.5	2
Avon Ave.....	1,590	5	1,369	221	5	2	9	85.5	85.7	0
Bergen St.....	1,674	4	1,449	225	4	2	.....	86.5	86.8	2
Berkeley (Peshine Ave.).....	1,358	24	1,248	109	23	4	.....	92.	93.7	5
Bruce St.....	388	3	298	90	3	.....	.....	76.8	77.5	23
Burnet St.....	1,370	41	1,061	308	40	21	18	76.5	79.4	38
Camden St.....	1,192	14	874	318	14	5	1	73.3	74.5	8
Carteret (Oliver St.).....	1,764	3	1,375	389	3	1	3	77.9	78.1	48
Central Ave.....	1,582	19	1,312	270	19	6	14	82.1	83.3	57
Charlton St.....	1,446	326	980	204	64	9	5	85.6	90.0	3
Chestnut St.....	718	17	569	149	17	7	1	79.3	81.7	12
Dayton St.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Elliott St.....	1,031	10	847	184	10	2	9	82.1	82.4	2
Elizabeth Ave.....	288	0	231	57	0	5	3	79.5	79.5	6
Fourteenth Ave.....	1,262	3	984	278	3	.....	.....	77.8	78.1	.....
Franklin.....	2,094	10	1,588	506	10	.....	.....	75.8	76.3	72
Garfield.....	1,316	29	1,053	263	29	3	11	79.6	81.4	8
Hamilton (Miller St.).....	1,559	40	1,252	296	29	7	22	79.6	81.5	7
Hawkins St.....	768	3	658	110	3	.....	.....	85.6	86.	0
Hawthorne Ave.....	1,418	2	1,255	163	2	5	3	88.3	88.4	3
John Catlin (Ann St.).....	2,048	14	1,742	305	13	12	1	85.1	85.7	14
Joseph E. Haynes (Morton St.).....	1,674	191	1,119	391	27	14	4	76.6	78.2	45
Lawrence St.....	126	1	103	22	.....	2	1	82.	82.	.....
Lincoln.....	462	8	383	78	7	3	0	83.2	84.7	4
Madison.....	1,479	.....	1,354	125	.....	9	2	91.5	91.5	1
Milford (Eighteenth Ave.).....	1,340	23	1,019	319	21	7	3	76.09	77.6	11
Monmouth St.....	974	35	837	137	35	7	1	85.9	89.5	10
Montgomery St.....	935	9	754	180	8	.....	2	80.5	81.3	3
Moses Bigelow (Fifteenth Ave.).....	1,744	44	1,407	336	43	34	.....	81.1	83.5	9
Ridge St.....	695	20	597	98	20	3	0	85.95	88.82	5
Robert Treat.....	2,199	585	1,258	436	80	48	12	80.	83.6	57
Roseville Ave.....	394	8	305	88	7	2	3	77.4	79.1	0
South St.....	964	20	589	375	20	3	9	60.2	62.3	41
So. Eighth St.....	1,259	5	1,064	195	5	5	.....	84.5	84.9	2
So. Market St.....	665	2	506	159	2	.....	.....	76.0	76.4	2
So. Tenth St.....	938	33	766	171	32	2	1	81.7	90.1	7
Speedway Ave.....	369	1	289	80	1	5	4	77.5	77.8	3
Summer Ave.....	904	13	745	159	13	14	4	82.2	83.6	9
Summer Place.....	360	13	318	42	13	2	0	88.4	91.9	0
Sussex Ave.....	947	11	680	267	11	5	13	70.6	71.7	35
Warren St.....	948	19	724	224	19	18	0	76.8	78.7	24
Washington St.....	703	17	588	115	17	0	2	83.3	85.7	.....
Waverly Ave.....	773	10	669	104	10	15	0	85.5	88.07	7
West Side (South Sevent'n'th St.).....	1,504	5	1,303	201	5	0	3	86.4	86.7	27
Aggregate.....	48,234	1,646	38,385	8,896	693	295	169	81.3	82.7	612.

* Similar figures for all-year schools for December 1, 1922, and March 1, 1923, may be found on page 144.

*Promotion of Pupils in Elementary Schools (not including *all-year schools)
by Schools, for Term Ending June 30, 1923*

SCHOOL	On roll last day of term	Number of these (1) promoted during term	Number of these (1) promoted last day of term	Number of these (1) not promoted at any time during term	Number promoted twice during term	Number of pupils promoted during term who are not now on roll	Number of pupils demoted during term	Per cent. of individuals promoted	Per cent. of promotions on half year units of course of study completed	Number of pupils who were not promoted during the last two terms
Alexander St.....	983	19	851	131	18	19	3	86.6	88.4	
Ann St.....	1,992	31	1,654	338	31	12	4	82.9	84.4	33
Avon Ave.....	1,521	9	1,381	138	7		3	90.7	91.1	
Bergen St.....	1,601	4	1,439	162	4	6		89.9	90.1	13
Bruce St.....	380	3	295	85	3	4		79.4	78.6	2
Burnet St.....	1,354	11	1,090	264	11	15	17	79.4	80.2	54
Camden St.....	1,195	2	904	291	2	2	6	75.2	75.4	42
Central Ave.....	1,549	58	1,302	246	57	9	17	83.3	86.9	12
Charlton St.....	1,419	312	1,073	167	133	13	17	87.1	96.4	5
Chestnut St.....	645	29	536	109	29	13		83.4	87.8	1
Dayton St.....	66		50	16				75.	75.	
Eighteenth Ave.....	1,297	20	1,045	250	18	20	2	80.9	82.7	29
Elizabeth Ave.....	244		203	41		4	3	82.2	82.2	16
Elliott St.....	1,004	6	832	172	6			82.8	83.4	4
Fifteenth Ave.....	1,747	100	1,485	261	99	44		85.4	90.9	13
Fourteenth Ave.....	1,241	3	1,011	230	3		4	81.1	81.4	7
Franklin.....	1,990	1	1,623	367	1			81.	81.1	89
Garfield.....	1,270	27	1,104	166	27	2	2	86.7	88.9	7
Hawkins St.....	777	2	686	91	2	1		88.1	88.4	1
Hawthorne Ave.....	1,429	2	1,262	167	2	1	1	88.2	88.3	9
Lawrence St.....	90	1	69	21	1			76.6	77.8	
Lincoln.....	456	12	382	74	12	1		86.2	89.0	1
Madison.....	1,399	19	1,291	108	19	2		97.9	93.6	
Miller St.....	1,463	85	1,194	212	28	16	11	84.9	86.8	4
Monmouth St.....	953	24	831	121	23	4		87.3	89.7	3
Montgomery St.....	866	22	704	162	22	4	4	80.6	83.4	10
Morton St.....	1,596	249	1,096	260	9	34	2	83.7	84.3	13
Oliver St.....	1,723	3	1,375	348	3	8		79.8	80.1	116
Peshine Ave.....	1,394	11	1,304	90	11	1		93.	94.	14
Ridge St.....	611	10	555	54	8	73		92.1	93.2	5
Robert Treat.....	2,142	671	1,269	387	185	90	3	82.5	90.8	86
Roseville Ave.....	382	5	312	70	5	4	2	83.	84.3	2
South St.....	952	6	763	189	6	7	1	80.3	80.8	50
So. Eighth St.....	1,248	12	1,082	160	6	14	3	87.	87.5	1
So. Market St.....	634	32	487	132	17		4	80.0	83.2	5
So. Seventeenth St.....	1,449	88	1,238	211	88	7	1	85.4	91.4	16
So. Tenth St.....	923	33	794	128	32	1	2	85.9	89.3	15
Speedway Ave.....	350	4	301	49	4	4	3	85.3	86.4	2
Summer Ave.....	835	10	709	125	9	15	6	84.5	85.6	7
Summer Place.....	355	7	315	40	7	1		88.7	90.7	
Sussex Ave.....	925	10	692	233	10	4	10	73.8	74.9	63
Warren St.....	878	4	700	178	4	9		79.9	80.3	9
Washington St.....	639	16	548	91	16	1	5	85.0	87.5	4
Waverly Ave.....	752	21	692	60	21	8		92.1	94.8	4
Aggregate.....	46,719	1,994	38,529	7,195	999	473	136	84.2	86.4	767

* Similar figures for all-year schools for June 1, 1923, and August 17, 1923, may be found on page 145.

REPORT OF SUPERINTENDENT OF SCHOOLS 139

*Promotion of Pupils in Elementary Schools (not including *all-year schools) by Schools, for Term Ending January 31, 1924*

SCHOOL	On roll last day of term	Number of these (1) promoted during term	Number of these (1) promoted last day of term	Number of these (1) not promoted at any time during term	Number promoted twice during term	Number of pupils promoted during term who are not now on roll	Number of pupils demoted during term	Per cent. of individuals promoted	Per cent. of promotions on half year units of course of study completed	Number of pupils who were not promoted during the last two terms
Alexander St.	1,077	19	863	214	19	19	4	80.1	81.8	2
Ann St.	2,066	203	1,212	671	20	198	6	70.4	71.2	46
Avon Ave.	1,578	13	1,351	227	13		7	85.1	85.9	
Bergen St.	1,689	16	1,428	261	16	4		84.5	85.5	8
Bruce St.	418	22	311	104	19	3		76.	80.5	
Burnet St.	1,445	13	1,022	422	12	13	23	69.5	70.4	33
Camden St.	1,233	2	895	338	2	2	6	81.1	81.3	15
Central Ave.	1,567	40	1,257	310	40	17	26	79.2	81.8	21
Charlton St.	1,435	278	1,072	176	91	5	21	86.3	92.6	
Chestnut St.	667	19	517	150	19	12	4	77.3	80.1	8
Eighteenth Ave.	1,177	6	853	324	6	5	8	71.9	72.4	34
Elizabeth Ave.	270		249	21			3	91.1	91.1	
Elliott St.	1,049	11	815	234	11			77.8	78.8	5
Fifteenth Ave.	1,778	25	1,413	365	25	12	1	79.5	80.9	11
Fourteenth Ave.	1,276	2	1,009	267	2			79.	79.2	14
Franklin	2,033		1,671	362			1	82.	82.	12
Garfield	1,369	16	1,117	251	15	2	3	81.4	82.5	14
Hawkins St.	805	3	697	108	3	3	2	82.7	82.7	6
Hawthorne Ave.	1,860	18	1,673	187	18	15		90.	90.9	13
Lawrence St.	71		57	14				81.1	81.1	
Lincoln	489	7	395	92	5		2	85.1	87.2	6
Madison	1,453	30	1,286	167	30	7	7	88.	90.1	
Miller St.	1,630	52	1,281	341	44	6	33	77.1	79.8	7
Monmouth St.	914	10	731	183	10	4	11	78.9	80.	16
Montgomery St.	794	31	639	155	31	35	2	81.1	84.8	15
Morton St.	1,640	98	1,091	465	14	21	11	71.3	72.1	88
Oliver St.	1,772	2	1,373	399	2	5	1	77.1	78.1	32
Peshine Ave.	1,713	13	1,481	232	13	7		86.4	87.2	17
Ridge St.	694	14	601	93	14	11	2	86.5	88.5	9
Robert Treat	2,181	633	1,290	383	125	61	3	82.7	88.3	60
Roseville Ave.	411	4	288	123	4	2	5	69.	69.9	5
South St.	988	3	759	229	3		13	75.5	75.8	37
So. Eighth St.	1,326	10	1,058	268	10	10	3	79.7	80.4	3
So. Market St.	657	13	501	156	13		2	75.9	77.8	14
So. Seventeenth St.	1,492	22	1,211	281	22	1	8	80.6	82.1	37
So. Tenth St.	974	69	814	159	68	1	5	83.1	90.1	5
Speedway Ave.	392	8	308	84	8	12	9	76.9	78.9	
Summer Ave.	900	20	739	160	19	16	4	84.4	86.7	3
Summer Place	354	8	299	55	8			84.4	87.	
Sussex Ave.	947	26	630	317	26	5	7	70.6	73.7	18
Warren St.	940	6	719	221	6	10	1	76.7	77.3	8
Washington St.	721	35	579	142	35	1	6	79.5	84.3	
Waverly Ave.	716	5	628	87	4	15	6	87.29	87.68	3
Aggregate	48,961	1,825	38,183	9,798	845	540	256	79.7	81.4	625

* Similar figures for all-year schools for December 1, 1923, and March 1, 1924 may be found on page 146.

*Promotion of Pupils in Elementary Schools (not including *all-year schools)
by Schools, for Term Ending June 30, 1924*

SCHOOL	On roll last day of term	Number of these (1) promoted during term	Number of these (1) promoted last day of term	Number of these (1) not promoted at any time during term	Number promoted twice during term	Number of pupils promoted during term who are not now on roll	Number of pupils demoted during term	Per cent. of individuals promoted	Per cent. of promotions on half year units of course of study completed	Number of pupils who were not promoted during the last two terms
Alexander St.....	1,067	32	904	162	31	37	1	85.2	88.	10
Ann St.....	1,950	375	1,165	447	37	344	1	80.4	82.	129
Avon Ave.....	1,498	15	1,282	216	15	.....	2	85.4	85.7	4
Bergen St.....	1,615	28	1,427	188	28	2	3	88.	89.9	21
Bruce St.....	377	.....	275	102	.....	.....	.....	72.9	72.9	2
Burnet St.....	1,350	34	1,069	275	28	35	27	78.1	80.1	52
Camden St.....	1,236	2	946	290	2	2	3	76.3	76.4	28
Central Ave.....	1,537	33	1,200	337	33	28	4	76.9	79.	37
Charlton St.....	1,349	279	996	168	94	14	14	86.6	93.5	5
Chestnut St.....	671	20	534	137	20	5	.....	79.7	82.7	16
Dayton St.....	61	4	51	10	4	.....	.....	83.	90.	.....
Eighteenth Ave.....	1,144	.....	928	216	.....	1	.....	81.1	81.1	35
Elizabeth Ave.....	226	.....	187	39	.....	.....	2	81.8	81.8	.....
Elliott St.....	977	9	786	191	9	2	.....	80.4	81.5	12
Fifteenth Ave.....	1,654	55	1,364	290	55	59	3	85.3	88.7	.....
Fourteenth Ave.....	1,240	4	996	244	4	.....	1	80.	80.5	.....
Franklin.....	2,035	.....	1,594	441	.....	.....	.....	78.3	78.3	67
Garfield.....	1,302	16	1,058	244	16	5	3	81.1	82.3	25
Hawkins St.....	796	1	663	134	2	6	4	82.7	82.7	5
Hawthorne Ave.....	1,942	26	1,772	170	26	14	3	91.1	92.4	26
Lawrence St.....	69	.....	55	14	.....	.....	.....	79.7	79.7	.....
Lincoln.....	490	11	413	76	10	.....	1	84.2	86.3	3
Madison.....	1,432	35	1,274	157	34	1	6	89.4	90.5	9
Miller St.....	1,551	33	1,278	273	33	25	15	81.7	83.8	33
Monmouth St.....	873	3	733	140	3	2	6	83.2	83.6	17
Montgomery St.....	818	52	649	167	50	53	.....	80.8	86.5	14
Morton St.....	1,553	296	1,082	207	32	76	11	86.8	89.5	10
Oliver St.....	1,704	8	1,348	356	8	2	.....	79.1	79.6	85
Peshine Ave.....	4,717	16	1,512	205	16	.....	.....	80.	88.9	.....
Ridge St.....	611	15	563	48	15	57	.....	92.8	95.	.....
Robert Treat.....	2,123	505	1,331	335	48	62	3	84.5	86.7	57
Roseville Ave.....	388	4	314	74	4	5	3	80.2	81.2	15
South St.....	917	4	769	148	4	3	.....	83.9	84.3	6
So. Eighth St.....	1,214	6	1,023	191	6	6	2	84.2	84.7	22
So. Market St.....	663	.....	542	121	.....	.....	4	81.4	81.4	12
So. Seventeenth St.....	1,513	6	1,260	252	5	.....	1	83.2	83.6	20
So. Tenth St.....	946	42	788	153	37	1	1	83.7	87.6	17
Speedway Ave.....	369	7	304	65	7	2	1	82.2	84.	.....
Summer Ave.....	876	29	680	195	28	32	3	78.1	81.2	16
Summer Place.....	328	4	277	51	4	3	.....	83.7	85.8	2
Sussex Ave.....	929	9	674	255	9	.....	8	71.7	72.7	42
Warren St.....	913	11	701	211	10	.....	.....	76.8	77.9	17
Washington St.....	663	24	540	123	24	2	.....	81.3	84.9	.....
Waverly Ave.....	718	5	649	69	5	2	3	90.	90.69	4
Aggregate.....	47,405	2,058	37,956	8,187	796	888	139	82.8	84.4	875

* Similar figures for all-year schools for June 1, 1924, and August 15, 1924, may be found on page 147.

*Promotion of Pupils in Elementary Schools (not including *all-year schools)
by Schools, for Term Ending January 31, 1925*

SCHOOL	On roll last day of term	Number of these (1) promoted during term	Number of these (1) promoted last day of term	Number of these (1) not promoted at any time during term	Number promoted twice during term	Number of pupils promoted during term who are not now on roll	Number of pupils demoted during term	Per cent. of individuals promoted	Per cent. of promotions on half year units of course of study completed	Number of pupils who were not promoted during the last two terms
Alexander St.....	1,187	43	988	198	42	44	5	83.5	86.9	1
Ann St.....	2,055	226	1,314	532	17	32	6	74.2	75.	66
Avon Ave.....	1,487		1,223	264			5	81.9	81.9	
Bergen St.....	1,653	3	1,434	219	3	2	1	86.7	86.0	14
Bruce St.....	404		305	99				75.5	75.5	2
Burnet St.....	1,534	22	1,161	370	19	24	7	75.8	77.	24
Camden St.....	1,097	5	824	273	5	4	1	75.1	75.6	13
Central Ave.....	1,229	12	926	303	12	2		75.4	76.4	41
Charlton St.....	1,471	304	1,153	185	171	16	8	87.	98.5	3
Chestnut St.....	699	18	504	195	18	16		72.7	75.2	16
Eighteenth Ave.....	1,317	3	979	338	3		1	74.3	74.5	29
Elizabeth Ave.....	260		226	34				86.9	86.9	
Elliott St.....	968	14	739	229	14	5	2	76.3	77.7	8
Fifteenth Ave.....	1,751	26	1,406	345	26	11	2	80.3	81.8	18
Fourteenth Ave.....	1,248	14	939	309	14			75.2	76.4	
Franklin.....	1,944	30	1,463	481	30		3	75.1	76.6	51
Garfield.....	1,390	24	1,060	330	24	8	4	76.1	77.8	18
Hawkins St.....	1,290	6	1,130	160	6		6	87.1	87.6	11
Hawthorne Ave.....	2,271	32	2,033	238	32	3	2	89.4	90.9	34
Lawrence St.....	62	3	46	16	3			74.2	79.	
Lincoln.....	518	6	426	89	3			82.8	83.4	6
Madison.....	1,507		1,306	201				86.7	86.7	12
Miller St.....	1,660	20	1,346	314	20	8	11	80.5	81.7	4
Monmouth St.....	834	17	692	142	17	7	7	82.3	84.3	9
Montgomery St.....	809	23	649	160	23	1		80.2	83.1	2
Morton St.....	1,526	93	1,149	332	48	28	10	78.	81.1	5
Oliver St.....	1,673	2	1,281	392	2	4	4	76.4	76.5	84
Peshine Ave.....	1,792	16	1,613	179	16	8		90.1	90.9	7
Ridge St.....	668	25	565	103	25	2		84.6	88.4	2
Robert Treat.....	2,152	368	1,425	389	30	43	10	81.8	83.2	52
Roseville Ave.....	390	8	304	86	8			77.9	80.	1
South St.....	932	1	691	241	1	1		74.2	74.3	26
So. Eighth St.....	1,227	3	1,019	208	3	3	3	82.8	83.1	3
So. Seventeenth St.....	1,603	3	1,319	284	3		14	81.4	81.6	20
So. Tenth St.....	942	46	783	159	46	7	10	82.2	87.	4
Speedway Ave.....	381	13	300	81	13	6	1	78.8	82.2	3
Summer Ave.....	913	19	727	185	18	17	7	79.4	81.3	27
Summer Place.....	361	1	290	71	1	4		80.5	80.8	3
Sussex Ave.....	1,010	20	677	333	20	1	7	66.4	68.3	34
Warren St.....	1,162	1	869	293	1	2		74.8	74.9	21
Washington St.....	710	23	554	156	23	4	6	77.3	80.5	
Waverly Ave.....	705	5	640	65	5	4		90.8	91.5	
Aggregate.....	48,792	1,498	38,478	9,581	765	317	143	80.1	81.8	674

* Similar figures for all-year schools for December 1, 1924, and March 1, 1925, may be found on page 148.

*Promotion of Pupils in Elementary Schools (not including *all-year schools)
by Schools, for Term Ending June 30, 1925*

SCHOOL	On roll last day of term	Number of these (1) promoted during term	Number of these (1) promoted last day of term	Number of these (1) not promoted at any time during term	Number promoted twice during term	Number of pupils promoted during term who are not now on roll	Number of pupils demoted during term	Per cent. of individuals promoted	Per cent. of promotions on half year units of course of study completed	Number of pupils who were not promoted during the last two terms
Alexander St.....	1,206	16	1,031	174	15	18	7	85.2	86.4	4
Ann St.....	1,984	268	1,168	575	27	13	6	70.9	72.3	70
Avon Ave.....	1,414	1	1,216	198	1	.....	7	85.5	85.6	5
Bergen St.....	1,590	31	1,369	221	31	7	.....	86.2	87.7	60
Bruce St.....	372	.....	299	73	.....	.....	.....	80.4	80.4	.....
Burnet St.....	1,424	31	1,101	322	30	26	4	77.5	79.6	42
Camden St.....	1,119	2	842	277	2	3	.....	75.3	75.5	18
Central Ave.....	1,179	16	942	237	16	.....	.....	79.9	81.3	25
Charlton St.....	1,434	183	1,138	185	72	8	11	86.4	91.4	12
Chestnut St.....	648	3	473	175	3	1	.....	72.9	73.5	19
Dayton St.....	65	10	47	18	10	.....	.....	72.3	87.7	4
Eighteenth Ave.....	1,294	.....	1,063	231	.....	9	.....	82.3	82.3	32
Elizabeth Ave.....	238	1	192	46	1	1	2	79.9	80.3	8
Elliott St.....	964	14	771	193	14	.....	.....	80.	81.4	8
Fifteenth Ave.....	1,746	21	1,455	290	20	23	.....	83.6	84.7	19
Fourteenth Ave.....	1,213	1	953	260	1	.....	3	78.3	78.7	35
Franklin.....	1,868	.....	1,428	440	.....	.....	7	76.1	76.1	120
Garfield.....	1,334	21	1,130	202	19	14	2	84.9	86.3	18
Hawkins St.....	1,276	1	1,075	201	1	1	2	84.1	84.2	23
Hawthorne Ave.....	2,366	16	2,119	247	16	22	2	89.6	90.1	15
Lawrence St.....	62	3	44	18	3	.....	1	69.4	74.2	1
Lincoln.....	522	3	442	80	3	.....	4	83.9	84.5	13
Madison.....	1,457	7	1,267	183	.....	5	10	86.7	86.7	29
Miller St.....	1,558	16	1,256	301	15	14	19	79.6	80.6	29
Monmouth St.....	786	2	675	111	2	3	2	85.7	85.9	10
Montgomery St.....	748	9	598	150	9	2	1	79.9	81.1	3
Morton St.....	1,507	116	1,148	292	49	21	.....	80.9	84.1	1
Oliver St.....	1,632	5	1,319	313	5	1	.....	80.8	81.1	106
Peshine Ave.....	1,768	6	1,600	166	4	6	3	90.5	90.7	6
Ridge St.....	582	4	493	89	4	49	1	85.7	86.4	7
Robert Treat.....	2,066	481	1,327	369	111	46	5	82.3	87.5	44
Roseville Ave.....	371	5	303	68	5	2	1	81.5	82.8	6
South St.....	938	4	709	229	4	3	1	75.6	76.	82
So. Eighth St.....	1,182	3	1,015	167	3	3	3	85.7	85.9	1
So. Seventeenth St.....	1,592	8	1,332	260	8	1	2	83.5	84.1	18
So. Tenth St.....	922	27	788	130	23	1	1	85.8	88.3	12
Speedway Ave.....	347	7	297	50	7	2	9	83.1	85.1	2
Summer Ave.....	862	23	691	171	23	48	4	80.8	83.3	28
Summer Place.....	310	3	268	42	3	1	.....	86.5	87.5	3
Sussex Ave.....	973	31	738	231	27	.....	1	77.2	78.9	46
Warren St.....	1,101	3	838	263	3	4	.....	76.2	76.5	22
Washington St.....	648	18	517	131	18	1	1	79.7	82.4	12
Waverly Ave.....	695	4	622	73	4	3	1	89.4	89.	5
Aggregate.....	47,363	1,424	38,099	8,452	612	362	123	82.	83.3	1,023

* Similar figures for all-year schools for June 1, 1925, and August 13, 1925, may be found on page 149.

*Summary of Percent of Promotions in the Elementary Schools (not including all-year schools)
For Three Years*

GRADE	1923				1924				1925			
	January		June		January		June		January		June	
	Percent of individuals promoted	Percent of promotions on half year units of course of study	Percent of individuals promoted	Percent of promotions on half year units of course of study	Percent of individuals promoted	Percent of promotions on half year units of course of study	Percent of individuals promoted	Percent of promotions on half year units of course of study	Percent of individuals promoted	Percent of promotions on half year units of course of study	Percent of individuals promoted	Percent of promotions on half year units of course of study
8A.....	93.2	95.4	94.6	97.1	89.3	92.2	90.2	90.3	89.5	92.9	93.1	93.6
8B.....	89.3	90.4	87.5	89.9	83.3	85.5	82.2	83.6	83.2	84.5	82.7	83.0
7A.....	87.3	87.7	88.9	91.2	86.1	90.	85.5	88.	81.3	82.7	84.5	85.3
7B.....	84.8	85.5	83.7	85.3	79.	79.7	79.5	81.3	80.7	81.3	82.4	83.1
6A.....	88.	88.9	89.5	90.7	84.7	86.7	84.4	85.5	83.	85.4	85.8	87.
6B.....	85.	88.6	86.6	89.2	85.3	85.9	83.4	84.5	83.8	86.3	85.2	86.2
5A.....	86.5	91.8	90.1	94.1	85.7	87.1	88.2	90.3	86.7	89.3	87.4	88.4
5B.....	87.8	89.3	88.6	91.3	85.4	87.8	85.7	87.	85.8	86.8	82.	82.4
4A.....	87.6	89.9	91.5	93.5	86.5	89.1	91.	94.	90.3	92.7	88.1	90.7
4B.....	88.2	90.2	88.1	89.9	84.2	85.8	88.9	90.4	87.1	90.	86.3	86.9
3A.....	87.3	88.2	90.5	93.6	87.4	89.7	87.7	89.7	86.6	88.6	86.5	89.
3B.....	90.2	91.5	90.1	93.6	85.7	88.4	86.9	90.5	88.2	90.7	88.5	92.8
2A.....	87.	90.	89.5	93.3	84.5	87.2	86.3	89.7	87.1	89.1	87.5	89.
2B.....	85.2	87.2	86.6	89.5	84.7	87.3	86.3	87.8	85.3	86.7	82.3	84.4
1A.....	86.3	87.3	87.6	88.5	84.7	86.	87.6	89.3	86.3	87.4	87.2	88.2
1B.....	76.1	76.4	78.1	78.1	77.	77.5	75.5	75.5	74.8	74.9	75.3	75.5
Average.....	86.6	88.2	88.1	90.9	84.3	86.2	85.7	87.5	87.	86.	85.3	86.7

Promotion of Pupils in All-Year Schools (Elementary) for the Four Terms of 1922-1923

SCHOOL	DECEMBER 1, 1922					MARCH 1, 1923							
	On Roll Last Day of Term	Number Promoted			Num- ber De- moted	Per Cent Pro- moted	On Roll Last Day of Term	Number Promoted			Num- ber Not Pro- moted	Num- ber De- moted	Per Cent Pro- moted
		During Term and Still on Roll	Twice During Term	Last Day of Term				During Term and Still on Roll	Twice During Term	Last Day of Term			
<i>Grammar and Primary</i>													
Abington Avenue.....	1,460	.....	.....	914	1,474	62.6	38	11	932	542	.....	63.2
Belmont Avenue.....	1,576	27	.....	1,311	1,605	82.9	6	4	1,329	276	7	82.5
Cleveland (1-6).....	1,040	5	15	877	964	84.7	.....	.....	843	121	1	87.3
Cleveland (7-8).....	516	.....	.....	454	595	88.2	.....	.....	444	151	.....	74.6
Lafayette Street.....	2,056	.....	7	1,709	2,059	83.2	1	1	1,677	382	.....	81.4
McKinley.....	2,221	2	5	1,631	2,168	73.4	27	5	1,276	867	60	60.1	
Newton Street.....	1,527	42	.....	967	1,575	63.3	7	7	1,162	413	.....	73.8
Walnut Street.....	211	.....	.....	180	219	85.3	.....	.....	187	32	.....	85.4
Webster Street.....	1,227	17	15	741	1,236	59.1	349	7	611	299	22	74.1	
Wilson Avenue (Monteith).....	1,603	3	.....	1,458	1,588	90.9	.....	23	1,430	158	.....	90
Totals.....	13,437	96	42	96,102,42	13,483	76.1	428	28	9,891	3,241	30	75.8	
<i>Kindergarten</i>													
Abington Avenue.....	155	.....	.....	34	147	21.9	.....	.....	33	114	.....	22.4
Belmont Avenue.....	206	.....	.....	60	163	29.7	.....	.....	46	117	.....	28.4
Cleveland.....	166	2	.....	40	121	24.1	.....	.....	38	83	.....	31.4
Lafayette Street.....	218	.....	.....	109	185	50.0	.....	.....	42	143	.....	22.7
McKinley.....	369	.....	.....	70	335	18.9	.....	.....	40	205	.....	11.9
Newton Street.....	283	.....	.....	71	227	25.7	.....	.....	27	290	.....	11.8
Walnut Street.....	75	.....	.....	14	73	17.5	.....	.....	.....	73	.....	.....
Webster Street.....	166	25	141	25	148	15.5	.....	.....	.....	148	.....	.....
Wilson Avenue (Monteith).....	200	.....	.....	44	142	22.2	.....	.....	31	111	.....	21.8
Totals.....	1,838	.....	2	467	1,541	25.5	.....	.....	257	1,284	.....	16.7

SCHOOL	JUNE 1, 1923					AUGUST 17, 1923										
	On Roll Last Day of Term	Number Promoted				Num-ber Not De-Pro-moted	Num-ber De-Pro-moted	Per Cent Promoted	On Roll Last Day of Term	Number Promoted				Num-ber Not De-Pro-moted	Num-ber De-Pro-moted	Per Cent Promoted
		During Term and Still on Roll	During Term and Now off Roll	Twice During Term *	Last Day of Term					During Term and Still on Roll	During Term and Now off Roll	Twice During Term	Last Day of Term			
<i>Grammar and Primary</i>																
Abington Avenue	1,469	2	3	2	090	479	1	67.5	959	11	3	1	786	163	83.0	
Belmont Avenue	1,542	13	15	13	1,330	212	20	85.0	1,086	2	3	2	947	139	87.0	
Cleveland (1-6)	951	9	2	11	803	148	20	94.7	508	.....	4	.....	425	83	83.3	
Cleveland (7-8)	582	2	.....	.....	553	29	.....	95.3	370	.....	.....	.....	312	58	84.3	
Lafayette Street	2,027	.....	4	.....	1,590	437	.....	78.4	1,315	.....	.....	.....	1,128	187	85.8	
McKinley	2,140	403	8	5	1,177	565	1	73.6	1,435	.....	2	.....	1,158	277	80.7	
Newton Street	1,520	8	8	8	947	573	.....	62.3	981	.....	1	.....	740	241	77.0	
Walnut Street	1,217	.....	.....	.....	192	25	.....	88.4	771	18	12	18	640	131	83.2	
Webster Street	1,143	9	1	8	899	243	7	78.1	793	.....	.....	.....	684	109	86.2	
Wilson Avenue	1,563	.....	.....	.....	1,360	203	.....	87.	.....	.....	.....	.....	.....	.....	.....
Totals	13,154	446	33	47	9,841	2,914	29	77.7	8,218	31	25	21	6,820	1,388	4	83.1
<i>Kindergarten</i>																
Abington Avenue	153	.....	.....	.....	28	125	.....	18.3	131	.....	.....	.....	31	100	.....	23.6
Belmont Avenue	148	.....	.....	.....	43	105	.....	29.	80	.....	.....	.....	18	62	.....	22
Cleveland	126	.....	.....	.....	27	99	.....	21.4	80	.....	.....	.....	17	63	.....	21.2
Lafayette Street	183	.....	.....	.....	40	143	.....	21.8	98	.....	.....	.....	23	75	.....	23.4
McKinley	365	.....	.....	.....	85	280	.....	23.4	221	.....	.....	.....	56	165	.....	25.3
Newton Street	248	.....	.....	.....	53	195	.....	21.8	171	.....	11	.....	45	126	.....	26.3
Walnut Street	101	.....	.....	.....	36	65	.....	35.6	*	.....	.....	.....	.....	.....	.....	.....
Webster Street	161	.....	.....	.....	45	116	.....	28.	112	.....	.....	.....	38	74	.....	34
Wilson Avenue	187	.....	.....	.....	46	141	.....	24.5	102	.....	.....	.....	26	76	.....	25.4
Totals	1,672	.....	.....	.....	403	1,269	.....	24.1	995	.....	11	.....	254	741	.....	26.3

* Annex to Lafayette Street School—no summer session held, therefore no promotions in August.

SCHOOL	JUNE 1, 1924					AUGUST 15, 1924							
	On Roll Last Day of Term	Number Promoted			Per Cent Promoted	Number Not Promoted	Per Cent Promoted	Number Promoted			Number Not Promoted	Per Cent Promoted	
		During Term and Still on Roll	Twice During Term	Last Day of Term				During Term and Still on Roll	Twice During Term	Last Day of Term			
<i>Grammar and Primary</i>													
Abington Avenue.....	1,564	18	17	894	670	3	56.9	1,063	1	1	806	257	75.8
Belmont Avenue.....	1,567	8	1	1,298	269	17	81.5	1,032	7	2	887	145	85.9
Cleveland (1-6).....	926	8	7	813	112	7	87.2	442	.....	.....	435	60	87.8
Cleveland (7-8).....	549	.....	.....	501	48	.....	91.2	395	.....	.....	295	47	89.1
Lafayette Street.....	1,969	.....	1	1,289	680	.....	65.4	1,250	.....	.....	969	281	77.5
McKinley.....	2,045	42	3	1,523	484	1	76.2	1,501	20	4	1,053	435	71.0
Newton Street.....	1,538	.....	.....	1,022	516	.....	69.4	1,060	11	2	794	259	75.6
Walnut Street.....	219	23	11	182	37	.....	83.1	*	6	9	686	137	83.3
Webster Street.....	1,137	13	13	800	337	14	70.0	823	.....	.....	742	128	85.2
Wilson Avenue.....	1,602	.....	.....	1,437	165	.....	89.6	870	.....	.....	6,667	1,749	79.4
Totals.....	13,116	104	33	9,759	3,318	42	74.6	8,436	45	17	25	9	9
<i>Kindergarten</i>													
Abington Avenue.....	209	.....	.....	52	157	.....	24.8	124	.....	.....	37	87	29.8
Belmont Avenue.....	162	.....	.....	48	184	.....	29.0	79	.....	.....	22	57	28.0
Cleveland.....	129	.....	.....	45	84	.....	34.1	60	.....	.....	18	42	30.0
Lafayette Street.....	148	.....	.....	25	123	.....	16.0	67	.....	.....	15	52	22.3
McKinley.....	291	.....	.....	61	230	.....	20.9	206	.....	.....	50	156	24.2
Newton Street.....	218	.....	.....	49	169	.....	22.4	149	.....	.....	43	106	28.8
Walnut Street.....	83	.....	.....	18	65	.....	21.6	*	.....	.....	28	71	28.3
Webster Street.....	149	.....	3	57	92	.....	39.5	99	.....	.....	13	69	15.8
Wilson Avenue.....	151	.....	.....	43	108	.....	28.4	82	.....	.....	.....	.....	.....
Totals.....	1,540	.....	3	398	1,142	.....	25.8	866	.....	.....	226	640	26.1

* Annex to Lafayette Street School—no summer session held, therefore no promotions in August.

Promotion of Pupils in All-Year Schools (Elementary) for the Four Terms of 1924-1925

SCHOOL	DECEMBER 1, 1924				MARCH 1, 1925				Number Promoted	On Roll Last Day of Term	Per Cent Promoted	Number De-promoted	Number Not Promoted	Per Cent Promoted	
	Number Promoted				Number Promoted										
	During Term and on Roll	During Term and off Roll	Twice During Term	Last Day of Term	During Term and on Roll	During Term and off Roll	Twice During Term	Last Day of Term							
<i>Grammar and Primary</i>															
Abington Avenue	1,520	.....	1	969	2	19	4	1,054	466	1	69.2	23	466	81.8	20.8
Belmont Avenue	1,522	39	33	1,200	19	19	4	1,247	273	23	79.8	23	273	79.8	20.8
Cleveland (1-6)	880	.....	.....	740	.....	.....	.....	726	183	.....	81.3	.....	183	81.3	20.8
Cleveland (7-8)	504	.....	.....	371	.....	.....	.....	388	89	.....	81.3	.....	89	81.3	20.8
Lafayette Street	1,872	.....	2	1,456	1	1	.....	1,316	553	.....	81.3	.....	553	81.3	20.8
McKinley	1,993	13	1	1,136	357	357	14	1,076	557	1	78.1	.....	557	78.1	20.8
Newton Street	1,586	.....	.....	1,067	.....	.....	1	1,193	335	.....	81.2	.....	335	81.2	20.8
Walnut Street	1,225	.....	.....	174	51	1	.....	181	43	.....	81.2	.....	43	81.2	20.8
Webster Street	1,355	25	10	1,007	25	25	7	1,058	285	7	80.5	9	285	80.5	20.8
Wilson Avenue	1,716	10	10	1,414	21	21	.....	1,441	264	21	85.7	.....	264	85.7	20.8
Totals	13,173	87	47	9,534	426	26	68	9,680	3,048	33	77.	.....	3,048	77.	20.8
<i>Kindergarten</i>															
Abington Avenue	217	.....	.....	24	.....	.....	.....	34	161	.....	17.4	.....	161	17.4	20.8
Belmont Avenue	164	.....	.....	45	.....	.....	.....	33	95	.....	25.	.....	95	25.	20.8
Cleveland	140	.....	.....	39	.....	.....	.....	28	76	.....	26.9	.....	76	26.9	20.8
Lafayette Street	194	.....	.....	101	.....	.....	.....	31	175	.....	15.	.....	175	15.	20.8
McKinley	347	.....	.....	25	.....	.....	.....	54	242	.....	20.3	.....	242	20.3	20.8
Newton Street	250	.....	.....	63	.....	.....	.....	45	176	.....	13.6	.....	176	13.6	20.8
Walnut Street	111	.....	.....	54	.....	.....	.....	12	76	.....	29.5	.....	76	29.5	20.8
Webster Street	148	.....	.....	27	.....	.....	.....	40	98	.....	26.4	.....	98	26.4	20.8
Wilson Avenue	203	.....	.....	84	.....	.....	.....	41	114	.....	26.4	.....	114	26.4	20.8
Totals	1,774	.....	.....	334	.....	1	.....	318	1,213	.....	20.8	.....	1,213	20.8	20.8

AUGUST 14, 1925

JUNE 1, 1925

SCHOOL

Grammar and Primary

Abington Avenue.....	1,538	2	8	1,054	484	68.5	1,128	3	3	796	332	70.8	
Belmont Avenue.....	1,469	13	15	1,291	178	88.1	1,049	8	17	856	92	91.2	
Cleveland (1-6).....	870	.....	.....	748	122	85.9	475	.....	.....	401	74	84.4
Cleveland (7-8).....	484	.....	.....	416	68	85.9	322	.....	.....	262	60	81.3
Lafayette Street.....	1,870	3	7	1,462	408	78.5	1,243	.....	.....	957	286	77.7
McKinley.....	1,980	9	5	1,344	632	68.4	1,456	7	3	1,125	327	77.7	
Newton Street.....	1,529	5	.....	1,150	379	75.5	1,047	.....	1	789	258	75.3
Walnut Street.....	223	.....	.....	171	52	76.6	938	.....	.....	739	199	80.4
Webster Street.....	1,330	.....	.....	1,063	267	79.9	864	14	7	734	130	84.9
Wilson Avenue.....	1,695	3	3	1,459	236	86.2	.....	.....	.....	.....	.....	.....
Totals.....	12,988	39	25	10,158	2,826	78.4	8,422	32	31	26	6,659	1,758	79.5

Kindergarten

Abington Avenue.....	223	.....	.....	51	172	22.8	121	.....	.....	.....	94	22.3
Belmont Avenue.....	134	.....	.....	50	84	37	86	.....	.....	27	62	27.9
Cleveland.....	104	.....	.....	17	87	16.3	66	.....	.....	24	54	18.1
Lafayette Street.....	217	.....	.....	57	160	26.2	88	.....	.....	12	43	48.8
McKinley.....	368	.....	.....	39	269	12.6	239	.....	.....	198	41	82.9
Newton Street.....	202	.....	.....	32	170	15.8	135	.....	.....	38	97	28.8
Walnut Street.....	207	.....	.....	20	87	18.6	*	.....	.....	.....	.....	.....
Webster Street.....	145	.....	.....	35	110	24.1	108	.....	.....	26	82	24.1
Wilson Avenue.....	181	.....	.....	52	129	28.7	76	.....	.....	16	60	21
Totals.....	1,621	.....	.....	353	1,268	21.7	919	.....	.....	384	533	41.7

* Annex to Lafayette Street School—no summer session held, therefore no promotions in August.

STATE EXAMINATIONS OF 8A PUPILS

SUBJECT	1923						1924						1925					
	Total number of pupils taking examination	Total number of pupils who could but did not	90 pupils or more	Pupils receiving 70 to 89 points	Pupils receiving 50 to 69 points	Pupils receiving 49 points or less	Total number of pupils taking examination	Total number of pupils who could but did not	90 pupils or more	Pupils receiving 70 to 89 points	Pupils receiving 50 to 69 points	Pupils receiving 49 points or less	Total number of pupils taking examination	Total number of pupils who could but did not	90 pupils or more	Pupils receiving 70 to 89 points	Pupils receiving 50 to 69 points	Pupils receiving 49 points or less
Arithmetic—January—June	1,977 2,045	31 27	247 379	889 1,164	534 404	307 98	1,756 1,977	26 16	363 477	939 1,229	338 295	116 76	1,767 1,964	30 29	275 779	948 882	402 249	142 54
Total	4,022	58	626	2,053	938	405	3,733	42	840	2,068	633	192	3,731	59	1,054	1,830	651	196
Writing—January—June	1,865 1,949	58 37	363 355	1,250 1,255	247 316	5	1,673 1,866	34 45	369 437	1,007 1,100	285 296	12 33	1,717 1,937	20 56	254 297	1,103 1,290	344 328	16 22
Total	3,814	95	718	2,305	563	28	3,339	79	806	2,107	581	45	3,654	76	551	2,393	672	38
Spelling—January—June	1,974 2,040	34 32	413 536	1,258 1,264	265 216	38 24	1,761 1,918	21 75	78 272	917 1,293	621 312	145 41	1,782 1,946	20 47	242 741	1,239 1,403	270 178	31 24
Total	4,014	66	949	2,522	481	62	3,679	96	350	2,210	933	186	3,728	67	983	2,242	448	55
English—January—June	1,973 2,045	35 27	137 185	1,228 1,361	521 459	87 40	1,765 1,921	17 72	189 153	1,112 1,148	405 550	59 70	1,781 1,951	21 42	131 150	968 1,362	608 415	74 24
Total	4,018	62	322	2,589	980	127	3,686	89	342	2,260	955	129	3,732	63	281	2,330	1,023	98
U. S. History—January—June	1,975 2,042	33 30	301 245	1,116 1,187	422 477	136 133	1,758 1,957	24 36	267 297	964 1,102	384 451	143 107	1,769 1,957	29 36	111 232	1,022 1,148	500 495	136 82
Total	4,017	63	546	2,303	899	269	3,715	60	564	2,066	835	250	3,726	65	343	2,170	995	218
Geography—January—June	1,966 2,042	42 30	69 137	905 1,158	693 564	299 183	1,756 1,934	26 59	161 155	1,046 1,171	439 512	110 96	1,765 1,956	33 37	233 144	1,045 1,189	509 509	88 114
Total	4,008	72	206	2,063	1,257	482	3,690	85	316	2,217	951	206	3,721	70	377	2,234	908	202
Hygiene—January—June	1,963 2,042	37 47	224 563	1,121 1,141	301 301	40	1,763 1,914	37 47	224 563	1,121 1,141	301 301	40	1,763 1,914	37 47	224 563	1,121 1,141	378 197	40 11
Total	3,677	84	787	2,264	575	51	3,677	84	787	2,264	575	51	3,677	84	787	2,264	575	51

GRADUATES

Grammar School Graduates for Ten Years

Year	Grammar school enrollment	Number graduated	Per cent graduated	Entered high school	Per cent entered high school
1916.....	22,154	3,392	15.3	2,484	73.2
1917.....	22,657	3,106	13.7	2,349	75.6
1918.....	*23,143	†3,349	14.5	1,858	55.5
1919.....	*23,404	†3,265	14.	2,243	68.7
1920.....	*23,071	†3,671	15.9	2,393	65.1
1921.....	*24,093	†3,572	14.8	2,890	80.9
1922.....	*24,692	†4,027	16.3	3,201	79.5
1923.....	*25,156	†4,282	17.	3,433	80.2
1924.....	*25,481	†3,820	15.	3,425	89.6
1925.....	*25,836	†3,856	14.9	3,410	88.4

* Includes pupils enrolled in 7th and 8th grades of junior high schools.

† Includes pupils graduated from all-year schools in August.

High School Graduates by Courses for Ten Years

Year	Classical Course	Commercial Course	General Course	Scientific Course	Technical Course	†Fine and Practical Arts Courses	Total	Per cent of total enrollment graduated
1916.....	111	93	244	....	35	2	485	7.5
1917.....	126	63	270	....	27	3	489	7.5
1918.....	101	26	179	....	11	11	328	5.1
1919.....	201	60	240	....	13	31	545	8.0
1920*.....	180	99	232	....	39	35	585	8.2
1921*.....	202	154	236	....	32	30	654	7.9
1922*.....	208	189	215	....	43	47	702	7.2
1923*.....	197	231	238	....	67	54	787	6.9
1924*.....	240	253	294	....	49	68	904	8.
1925*.....	224	213	418	5	81	57	993	8.5

* Includes pupils graduated from all-year high school in August.

† Previous to 1922, these courses were known as Home Economics and Arts.

SUMMER SCHOOLS

Enrollment, Attendance, etc.

	1922	1923	Increase or decrease	1924	Increase or decrease	1925	Increase or decrease
Total enrollment—							
Boys	8,345	8,022	— 323	8,868	+ 846	8,887	+ 19
Girls	7,806	7,229	— 577	7,915	+ 686	7,729	— 186
Total	16,151	15,251	— 900	16,783	+ 1,532	16,616	— 167
Average enrollment	14,099	13,561	— 1,538	14,764	+ 1,203	14,684	— 80
Average attendance	13,016	12,502	— 514	13,614	+ 1,112	13,637	+ 23
Percent of attendance	92.2	92.3	+ .1	92.	— .3	92.9	+ .9

Distribution of Pupils by Departments

Senior high	1,477	1,735	+ 258	1,998	+ 263	2,080	+ 82
Junior high	181	156	— 25	217	+ 61	243	+ 26
Grammar grades	5,614	5,138	— 476	5,916	+ 778	5,938	+ 22
Primary grades	7,779	7,194	— 585	7,720	+ 526	7,382	— 338
Kindergarten	1,100	1,028	— 72	932	— 96	973	+ 41

Number of Classes

Kindergarten	23	22	— 1	19	— 3	18	— 1
Primary	7	.....	— 7	.....	.....	.....	.....
Primary promotion	186	175	— 11	177	+ 2	178	+ 1
Grammar promotion	168	156	— 12	174	+ 18	184	+ 10
Total	384	353	— 31	370	+ 17	380	+ 10

Number of Teachers

*Elementary—								
Men	49	51	+ 2	41	—10	41	+ 8	.....
Women	413	363	—50	370	+ 7	378		
Junior high—								
Men	4	5	+ 1	6	+ 1	7	+ 1	
Women	5	3	— 2	2	— 1	4	+ 2	
Senior high—								
Men	39	42	+ 3	48	+ 6	53	+ 5	
Women	15	21	+ 6	25	+ 4	27	+ 2	
Total—								
Men	92	98	+ 6	95	— 3	101	+ 6	
Women	433	387	—46	397	+10	409	+12	

* Includes supervisors and special teachers.

* Includes supervisors and special teachers.

Sources From Which Pupils Came

	1922	1923	Increase or decrease	1924	Increase or decrease	1925	Increase or decrease
Public schools	14,745	14,107	-638	15,610	+1,503	15,355	-255
Private schools	708	511	-197	564	+ 53	681	+117
Never before attended school	498	462	- 36	407	- 55	405	- 2
Out of town	200	171	- 29	202	+ 31	175	- 37
Total	16,151	15,251	-900	16,783	+1,532	16,616	-167

Comparative Summer School Statistics for the Last Ten Years

Year	No. of teachers	No. of classes	Total enrollment	Average enrollment	Average attendance
1916.....	709	490	18,231	9,742	8,796
1917.....	713	493	20,951	17,394	15,519
1918.....	700	493	19,921	16,542	14,875
1919.....	712	500	19,199	16,851	15,068
1920.....	562	401	14,726	12,467	11,302
1921.....	597	438	17,027	14,548	13,206
1922.....	525	384	16,151	14,099	13,016
1923.....	485	353	15,251	13,561	12,502
1924.....	492	370	16,783	14,764	13,614
1925.....	510	380	16,616	14,684	13,637

Percentage of Pupils Enrolled in the Various Public Schools on June 30 of the Respective Years That Attended Summer Schools and Summer Sessions of All-Year Schools in These Years

SUMMER SCHOOLS	Enroll- ment June 30, 1923	No. enrolled in summer schools	Per cent of June enrollment attended summer school	Enroll- ment June 30, 1924	No. enrolled in summer schools	Per cent of June enrollment attended summer school	Enroll- ment June 30, 1925	No. enrolled in summer schools	Per cent of June enrollment attended summer school
Barringer High.....	1,709	800	46.8	1,757	830	47.2	1,747	819	46.9
Central C. & M. T. High.....	*	11	*	1,238	22	*	*	10	*
East Side C. & M. T. High.....	1,224	141	11.5	1,702	164	13.2	1,168	194	16.6
South Side High.....	1,514	634	41.9	1,702	770	45.2	1,883	874	46.4
Total Senior High.....	4,447	1,586	35.7	4,697	1,786	38.	4,798	1,897	39.5
Cleveland Junior High.....	*	3	*	*	5	*	*	6	*
Madison Junior High.....	669	39	5.8	746	80	10.7	763	109	14.2
Robert Treat Junior High.....	776	105	13.5	871	12	1.4	793	138	17.4
Total Junior High.....	1,445	147	10.2	1,617	97	6.	1,556	253	16.3
Abington Avenue.....	*	4	*	*	4	*	*	.....	*
Alexander Street.....	983	302	30.7	1,067	298	27.9	1,206	280	23.2
Ann Street.....	1,992	838	42.6	1,950	891	45.7	1,984	785	39.6
Avon Avenue.....	1,521	524	34.5	1,498	602	40.2	1,414	517	36.6
Belmont Avenue.....	*	14	*	*	18	*	*	10	*
Bergen Street.....	1,601	399	24.9	1,615	358	22.2	1,500	324	20.4
Bruce Street.....	1,380	74	19.5	377	84	22.3	372	70	18.8
Burnet Street.....	1,354	464	34.3	1,350	547	40.5	1,424	567	39.5
Camden Street.....	1,195	602	50.4	1,236	638	51.6	1,119	597	53.3
Central Avenue.....	1,549	601	38.8	1,537	632	41.1	1,179	446	37.8
Charlton Street.....	1,419	499	35.2	1,349	440	32.6	1,434	513	35.8
Chestnut Street.....	645	56	8.7	671	80	11.9	648	75	11.6
Cleveland (Kdgs. -6).....	*	10	*	*	5	*	*	11	*
Dayton Street.....	66	2	3.	61	8	13.1	65	4	6.15
Elizabeth Avenue.....	1,297	487	37.5	1,144	522	45.6	1,294	561	43.4
Ellis Avenue.....	244	23	9.4	226	21	9.3	238	20	12.2
Elliott Street.....	1,004	20	1.9	977	306	31.3	964	295	30.6
Fifteenth Avenue.....	1,747	479	27.4	1,654	497	30.	1,746	464	26.6
Fourth Avenue.....	1,241	606	48.8	1,240	685	55.2	1,213	544	44.8
Franklin.....	1,990	850	42.7	2,035	979	48.1	1,868	819	43.8
Garfield.....	1,270	26	2.	1,302	12	.9	1,334	25	1.9

Percentage of Pupils Enrolled in the Various Public Schools on June 30 of the Respective Years That Attended Summer Schools and Summer Sessions of All-Year Schools in These Years—Continued

SUMMER SCHOOLS	Enroll- ment June 30, 1923	No. enrolled in summer schools	Per cent of June enrollment attended summer school	Enroll- ment June 30, 1924	No. enrolled in summer schools	Per cent of June enrollment attended summer school	Enroll- ment June 30, 1925	No. enrolled in summer schools	Per cent of June enrollment attended summer school
Hawkins Street.....	777	59	7.6	796	101	12.7	1,276	234	18.3
Hawthorne Avenue.....	1,429	447	31.3	1,942	691	35.6	2,366	764	32.3
Lafayette Street.....	*	14	*	*	3	*	*	4	*
Lawrence Street.....	90	2	2.2	69	3	4.3	62	2	3.22
Lincoln.....	456	63	13.8	490	69	14.1	522	49	9.38
McKinley.....	*	8	*	*	10	*	*	7	*
Madison (Kdg. -6).....	1,058	200	18.9	1,107	201	18.2	1,139	281	24.7
Miller Street.....	1,463	304	20.8	1,551	315	20.3	1,558	361	23.2
Monmouth Street.....	953	320	33.6	873	290	33.2	788	228	29.
Montgomery Street.....	866	212	24.5	818	207	25.3	748	234	31.3
Morton Street.....	1,596	480	30.1	1,553	444	28.6	1,507	511	33.9
Newton Street.....	*	12	*	*	17	*	*	17	*
Oliver Street.....	1,723	446	25.9	1,704	374	21.9	1,632	460	28.2
Peshine Avenue.....	1,394	158	11.1	1,717	291	11.7	1,768	266	15.
Ridge Street.....	611	18	2.9	611	25	9.	582	54	9.3
Robert Treat (Kdg. -6).....	1,702	317	18.6	1,597	483	30.2	1,606	295	18.4
Roseville Avenue.....	382	33	8.6	388	50	12.9	371	27	7.3
South Street.....	952	111	11.7	917	148	16.1	938	166	17.7
South Eighth Street.....	359	28	7.8	1,214	373	30.7	1,182	358	30.3
South Market Street.....	634	228	35.9	663	146	22.	*	*	*
South Seventeenth Street.....	1,449	328	22.6	1,513	448	29.6	1,592	388	24.4
South Tenth Street.....	923	133	14.4	946	143	15.1	922	213	23.1
Speedway Avenue.....	350	49	14.	369	68	18.4	347	60	17.3
Summer Avenue.....	835	67	8.	876	74	8.4	862	104	12.1
Summer Place.....	355	4	1.1	328	37	11.3	310	32	10.3
Sussex Avenue.....	370	40	40.	929	328	35.3	973	381	39.1
Walnut Street.....	294	5	1.7	288	6	2.1	298	15	5.03
Warren Street.....	878	442	50.3	913	471	51.6	1,101	504	45.7
Washington Street.....	639	101	15.8	663	121	18.3	648	94	14.5
Waverly Avenue.....	752	188	25.	718	176	24.5	695	134	19.3
Webster Street.....	*	3	*	*	9	*	*	9	*
Wilson Avenue.....	*	9	*	*	5	*	*	7	*
Total Elementary.....	46,232	12,367	26.7	46,842	13,704	29.3	46,883	13,191	28.1

Percentage of Pupils Enrolled in the Various Public Schools on June 30 of the Respective Years That Attended Summer Schools and Summer Sessions of All-Year Schools in These Years—Continued

SUMMER SCHOOLS	Enroll- ment June 30, 1923	No. enrolled in summer schools	Per cent of June enrollment attended summer school	Enroll- ment June 30, 1924	No. enrolled in summer schools	Per cent of June enrollment attended summer school	Enroll- ment June 30, 1925	No. enrolled in summer schools	Per cent of June enrollment attended summer school
Binet.....	556	4	.7	559	13	2.3	615	13	2.1
Deaf.....	* 76	.....	.....	71	.....	.....	81	.....	.....
Boys' Vocational.....	.....	1	*	*	2	*	.....	.....	.....
Girls' Vocational.....	313	.....	.....	300	.....	.....	.....	.....	.....
Ungraded.....	104	1	.9	104	3	2.9	109	1	.9
Blind.....	21	.....	.....	22	.....	.....	19	.....	.....
Open Window.....	†372	.....	.....	†167	.....	.....	†109	.....	.....
Elizabeth Ave. Tubercular.....	*	.....	*	*	.....	*	*	.....	*
Crippled.....	*	.....	*	*	.....	*	*	.....	*
Sight Conservation.....	.....	.....	.....	.....	.....	.....	30	.....	.....
Total Special.....	1,442	6	.4	1,223	18	1.5	963	14	1.45
Total High, Elementary and Special.....	‡53,566	• 14,106	26.3	‡54,379	15,605	28.7	‡54,200	15,355	28.33

* An all-year school—see data for all-year schools given below.

† Does not include pupils enrolled in Lafayette Street and in McKinley open window classes.

‡ Does not include pupils enrolled in continuation schools.

These figures are included in all-year analysis.

Enrollment in all-year schools is given below:

All Year Schools— Summer Session	Enroll- ment June 30, 1923	No. enrolled in summer session	Per cent of June enrollment attended summer session	Enroll- ment June 30, 1924	No. enrolled in summer session	Per cent of June enrollment attended summer session	Enroll- ment June 30, 1925	No. enrolled in summer session	Per cent of June enrollment attended summer session
Central C. & M. T. High	1,945	1,713	88.1	1,977	1,759	89	2,095	1,859	88.7
Cleveland Junior High	967	721	74.6	940	672	71.5	900	636	70.7
Abington Avenue	1,617	1,196	73.9	1,764	1,299	73.6	1,730	1,353	78.2
Belmont Avenue	1,626	1,251	76.9	1,668	1,225	73.4	1,548	1,121	72.4
Cleveland Elementary (1-6)	991	659	66.5	984	659	67	891	646	72.5
Lafayette Street, including open window class	2,451	1,600	74.4	2,051	**1,550	75.6	1,992	**1,519	76.3
McKinley, including open window class	2,445	**1,789	73.2	2,289	**1,829	79.9	2,210	**1,820	82.4
Newton Street	1,746	1,228	70.3	1,681	1,334	79.4	1,676	1,304	77.8
Webster Street	1,243	996	80.1	1,276	1,072	84	1,429	1,149	80.4
Wilson Avenue	1,667	970	58.2	1,703	1,111	65.2	1,795	1,041	58
Total Elementary	13,486	9,689	71.8	13,416	10,079	75.1	13,271	9,953	75
Boys' Vocational	415	437	*105.3	509	514	*101	.....	.....	.....
Building Trades	33	26	78.8	47	47	100	.....	.....	.....
Elizabeth Avenue Tubercular	45	47	*104.4	44	45	*102.3	41	44	*107
Crippled	123	141	*114.6	131	137	*104.6	154	282	*183
Total Special	616	651	*105.7	731	743	*101.6	195	326	*167
Grand Total	17,014	12,774	75.1	17,064	13,253	77.6	13,466	10,279	76.3
Summary									
High Schools, Summer	4,447	1,586	35.7	4,697	1,786	38	4,798	1,897	39.5
High Schools, All Year	1,945	1,713	88.1	1,977	1,759	89	2,095	1,859	88.7
Junior High Schools, Summer	1,445	147	10.2	1,617	97	6	1,556	253	16.3
Junior High Schools, All Year	967	721	74.6	940	672	71.5	900	636	70.7
Elementary Schools, Summer	46,232	12,367	26.7	46,842	13,704	29.3	46,883	13,191	28.1
Elementary Schools, All Year	13,486	9,689	71.8	13,416	10,079	75.1	13,271	9,953	75
Special Schools, Summer	1,442	6	.4	1,223	18	1.5	963	14	1.45
Special Schools, All Year	616	651	*105.7	731	743	*101.6	195	326	167
Total Summer	53,566	14,106	26.3	54,379	14,565	28.7	54,200	15,355	28.3
Total All Year	17,014	12,774	75.1	17,064	13,253	77.6	16,461	12,774	77.6
Grand Total	††70,580	26,880	38.1	††71,443	28,858	40.3	§§70,661	28,129	39.8

* Due to added enrollment during the summer session.

† In addition to these, 171 pupils from out of town, 512 from private schools, and 462 who never attended school were in attendance at the summer schools, a total enrollment of 15,251.

‡ In addition to these, 207 pupils from out of town, 564 from private schools, and 407 who never attended school were in attendance at the summer schools, a total enrollment of 16,783.

§ In addition to these, 175 pupils from out of town, 681 from private schools, and 405 who never attended school were in attendance at the summer schools, a total enrollment of 16,616.

** Does not include open window figures.

†† Does not include 2,422 pupils enrolled in continuation schools.

‡‡ Does not include 2,245 pupils enrolled in continuation schools.

§§ Does not include 2,199 pupils enrolled in continuation schools.

Enrollment and Attendance in Promotion Classes in Elementary Summer Schools

Distribution of days attendance—			1923		1924		1925	
Present between			Boys	Girls	Boys	Girls	Boys	Girls
1 and 10 days			634	595	668	637	700	715
11 and 20 "			905	874	1,102	986	1,042	948
21 and 30 "			4,563	4,229	5,323	4,976	5,318	4,671
Total number of pupils enrolled.....			6,102	5,698	7,093	6,619	7,061	6,333
				11,800		13,712		13,394

ENROLLMENT BY GRADES

GRADE	1923							1924							1925							
	No. of pupils enrolled	No. who left before end of term	No. who succeeded in making up failures	No. who failed to make up failures	No. taking work to strengthen next term's work	No. recommended for advanced standing (not included in preceding columns)	No. who failed to gain advanced standing (not included in preceding columns)	No. of pupils enrolled	No. who left before end of term	No. who succeeded in making up failures	No. who failed to make up failures	No. taking work to strengthen next term's work	No. recommended for advanced standing (not included in preceding columns)	No. who failed to gain advanced standing (not included in preceding columns)	No. of pupils enrolled	No. who left before end of term	No. who succeeded in making up failures	No. who failed to make up failures	No. taking work to strengthen next term's work	No. recommended for advanced standing (not included in preceding columns)	No. who failed to gain advanced standing (not included in preceding columns)	
8A	194	54	5	31	60	32	12	239	70	22	31	65	36	15	279	78	21	34	85	30	31	
8B	534	145	77	48	148	59	57	675	164	88	81	191	60	91	654	160	94	72	237	55	36	
7A	578	138	60	76	138	73	93	641	158	58	78	205	47	95	705	133	63	70	271	79	89	
7B	693	151	43	101	255	55	88	840	229	70	129	277	61	74	829	233	73	80	297	71	75	
6A	668	139	51	76	232	72	98	724	165	83	92	229	79	76	752	198	72	76	278	64	64	
6B	792	164	49	80	315	71	113	931	247	58	89	380	64	84	887	201	51	78	418	77	62	
5A	819	187	56	74	333	75	104	888	238	50	94	359	63	84	887	194	46	88	366	54	63	
5B	929	187	56	85	457	54	90	999	210	27	60	517	87	98	1,095	276	61	127	495	47	89	
4A	846	177	30	54	414	76	95	999	210	43	67	567	54	64	1,042	208	43	109	590	40	52	
4B	978	183	37	48	554	85	41	1,037	242	43	67	529	68	46	993	175	32	94	580	50	60	
3A	939	174	34	38	534	104	51	987	203	53	88	529	70	43	1,081	200	42	93	621	81	44	
3B	924	163	34	60	533	63	20	1,107	254	53	59	628	93	25	900	160	24	68	572	50	26	
2A	848	138	19	38	480	86	27	996	192	45	62	579	90	31	900	157	26	88	716	38	9	
2B	812	162	19	35	488	52	35	1,051	192	43	60	571	30	28	1,034	123	32	50	564	20	12	
1A	768	149	9	38	488	52	35	854	159	6	60	460	29	3	801	113	51	73	413	1	1	
1B	478	88	9	48	310	22	1	701	146	6	57	460	29	3	652	113	51	73	413	1	1	
Total	11,800	2,376	633	979	5,722	1,069	1,021	13,712	3,127	742	1,193	6,763	948	939	13,394	2,788	786	1,258	6,970	826	766	

*Summer Senior High Schools—Comparative Statistics
Enrollment, Attendance, etc.*

	1922	1923	Increase or decrease	1924	Increase or decrease	1925	Increase or decrease
Total enrollment—							
Boys	956	1,047	91	1,226	179	1,298	72
Girls	521	688	167	722	84	782	10
Total	1,477	1,735	258	1,998	263	2,080	82
Average enrollment	1,379	1,639	260	1,908	269	2,004	96
Average attendance	1,305	1,548	243	1,795	247	1,909	114
Percent of attendance	94.6	94.5	— .1	94.1	— .4	95.2	1.1

*Summer Junior High Schools—Comparative Statistics
Enrollment, Attendance, etc.*

	1922	1923	Increase or decrease	1924	Increase or decrease	1925	Increase or decrease
Total enrollment—							
Boys	82	72	—10	120	48	108	—12
Girls	99	84	—15	97	13	135	38
Total	181	156	—25	217	61	243	26
Average enrollment	166	132	—34	179	47	222	43
Average attendance	154	121	—33	168	47	213	45
Percent of attendance	92.5	91.5	—1.	94.	2.5	95.8	1.8
Ninth grade enrollment—							
Boys	41	45	4	86	41	75	—11
Girls	37	42	5	55	13	107	52
Total	78	87	9	141	54	182	41

PLAYGROUNDS
SUMMER PLAYGROUNDS (SCHOOL)
FOR 1923

PLAYGROUND	No. of weeks open	Average daily attendance						Teachers		
		Under 10 years of age		From 10 to 15 years of age		Over 15 years of age		Total	Men	Women
		Boys	Girls	Boys	Girls	Boys	Girls			
July 9—Aug. 24, 1923										
Avon Ave.....	7	56	66	50	54	24	21	271	1	3
Bergen St.....	7	142	138	119	122	35	33	589	2	2
Camden St.....	7	104	79	83	77	.....	.....	343	2	2
Central Ave.....	7	55	67	70	74	17	15	298	1	3
Fourteenth Ave.....	7	66	45	99	61	54	35	360	2	2
Franklin.....	7	91	92	72	58	40	38	391	2	2
Madison.....	7	77	82	67	80	29	34	369	1	2
Miller St.....	7	36	57	38	33	12	5	181	1	2
Monmouth St.....	7	112	87	74	72	.....	.....	345	2	2
Montgomery St.....	7	41	44	45	40	26	21	217	1	3
Oliver St.....	7	97	58	107	54	25	22	363	2	2
South St.....	7	158	205	63	69	.....	.....	495	1	2
South Eighth St.....	7	40	40	64	47	23	15	229	2	2
South Market St.....	7	87	99	82	87	13	11	379	1	2
Sussex Ave.....	7	56	66	80	67	.....	.....	269	2	1
Washington St.....	7	50	56	71	67	28	31	303	1	2
Total.....		1,268	1,281	1,184	1,062	326	281	5,402	†26	†35

† Includes 2 men and 1 woman supervisors.

FOR 1924

PLAYGROUND	No. of weeks open	Average daily attendance						Teachers		
		Under 10 years of age		From 10 to 15 years of age		Over 15 years of age		Total	Men	Women
		Boys	Girls	Boys	Girls	Boys	Girls			
July 7, 1924—Aug. 23, 1924										
Day										
Alexander St.....	7	50	64	28	36	.....	.....	178	1	2
Avon Ave.....	7	70	65	57	57	31	25	305	2	2
Bergen St.....	7	73	79	104	117	65	46	484	2	2
Camden St.....	7	73	55	59	53	14	10	264	2	2
Central Ave.....	7	59	42	62	41	17	12	233	1	3
Eighteenth Ave.....	7	67	66	82	67	31	21	334	2	2
Elliott St.....	7	48	39	48	37	21	17	210	1	2
Fourteenth Ave.....	7	55	48	60	54	52	46	315	2	2
Franklin.....	7	70	72	84	83	35	31	375	2	2
Hawthorne Ave.....	7	64	54	55	45	.....	.....	218	1	2
Madison.....	7	65	58	68	54	36	25	306	1	2
Miller St.....	7	33	26	39	34	29	27	188	1	2
Monmouth St.....	7	94	81	62	57	.....	.....	294	2	2
Montgomery St.....	7	60	50	55	46	10	7	228	2	2
Oliver St.....	7	93	90	103	59	30	9	384	3	2
South St.....	7	49	82	35	58	11	7	242	1	2
S. Eighth St.....	7	76	71	82	74	30	25	358	2	2
S. Market St.....	7	198	134	69	68	35	36	540	1	2
Sussex Ave.....	7	77	69	103	97	50	41	437	1	2
Washington St.....	7	23	27	32	36	21	16	155	1	2
Total.....		1,397	1,272	1,287	1,173	518	401	6,048	†33	*48
Evening										
Bergen St.....	7	34	27	48	33	60	27	229	1	1
Camden St.....	7	50	38	55	50	59	42	294	1	1
Central Ave.....	7	37	20	60	25	69	16	227	1	1
Oliver St.....	7	56	68	93	52	54	31	354	1	1
Newton St.....	7	53	52	65	59	70	55	354	1	1
S. Market St.....	7	194	133	66	67	128	132	720	1	1
Sussex Ave.....	7	78	70	124	96	119	84	571	1	1
Washington St.....	7	24	27	33	33	33	20	170	1	1
Total.....		526	435	544	415	592	407	2,919	8	8

* Includes 6 pianists and 1 supervisor.

† Includes 2 supervisors.

REPORT OF SUPERINTENDENT OF SCHOOLS FOR 1925

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PLAYGROUND	No. of weeks open	Average daily attendance						Teachers		
		Under 10 years of age		From 10 to 15 years of age		Over 15 years of age		Total	Men	Women
		Boys	Girls	Boys	Girls	Boys	Girls			
July 6, 1925—Aug. 21, 1925										
<i>Day</i>										
Alexander St.....	7	35	37	43	42	3	1	161	1	2
Avon Ave.....	7	88	100	66	52	24	11	341	2	2
Bergen St.....	7	102	101	129	128	36	38	534	2	2
Camden St.....	7	76	59	87	43	15	10	290	2	2
Central Ave.....	7	49	43	110	62	13	9	286	2	2
Eighteenth Ave.....	7	71	61	84	67	34	23	340	1	2
Elliott St.....	7	44	50	64	57	25	24	264	1	2
Fourteenth Ave.....	7	100	78	79	75	5	5	432	2	2
Franklin.....	7	106	105	85	73	34	29	511	2	2
Hawthorne Ave.....	7	112	111	119	118	28	23	511	2	2
Madison.....	7	72	63	79	62	46	26	348	2	2
Miller St.....	7	41	32	49	38	49	36	245	2	2
Monmouth St.....	7	58	53	46	45	-----	-----	202	2	2
Montgomery St.....	7	71	56	88	66	10	8	296	2	2
Oliver St.....	7	61	61	65	30	14	8	239	2	2
South St.....	7	39	48	36	46	11	4	184	2	1
S. Eighth St.....	7	75	70	84	78	25	24	356	2	2
S. Market St.....	7	111	105	63	64	34	22	399	2	2
Sussex Ave.....	7	73	64	104	86	55	39	421	2	2
Washington St.....	7	22	23	42	35	21	15	158	1	2
Total.....		1,406	1,320	1,522	1,267	482	352	6,349	†39	*46
<i>Evening</i>										
Bergen St.....	7	49	41	73	49	65	35	312	1	1
Camden St.....	7	90	73	89	51	69	29	401	1	1
Central Ave.....	7	37	30	69	37	70	18	261	1	1
Newton St.....	7	66	58	82	68	100	65	439	1	1
Oliver St.....	7	53	56	83	52	38	17	299	1	1
S. Market St.....	7	116	112	67	64	109	98	566	2	1
Sussex Ave.....	7	99	86	157	117	126	83	668	1	1
Washington St.....	7	22	21	45	36	43	26	193	1	1
Total.....		532	477	665	474	620	371	3,139	9	8

* Includes 6 pianists and 1 supervisor.

† Includes 2 supervisors.

AFTER-SCHOOL PLAYGROUNDS FOR 1922-1923

PLAYGROUND	No. of weeks open	Average daily attendance						Teachers		
		Under 10 years of age		From 10 to 15 years of age		Over 15 years of age		Total	Men	Women
		Boys	Girls	Boys	Girls	Boys	Girls			
*April 16—June 28, 1923										
Bergen St.....	11	82	89	83	92	7	9	362	1	1
Camden St.....	11	51	34	50	31	25	19	210	1	1
Fourteenth Ave.....	11	81	80	83	81	37	38	400	1	1
Franklin.....	11	76	71	65	48	19	12	291	1	1
Miller St.....	11	60	61	69	70	54	44	358	1	1
Newton St.....	12	137	178	146	178	52	29	720	1	1
†Robert Treat.....	10	39	1	55	7	40	.....	142	1	1
South Eighth St.....	11	73	69	76	71	29	27	345	1	1
Washington St.....	11	45	58	30	35	25	26	219	1	1
Webster St.....	12	42	42	45	43	8	1	181	1	1
Wilson Ave.....	12	105	133	124	171	5	5	543	1	1
Total.....		791	816	826	827	301	210	3,771	11	11
July 9—Aug. 24, 1923										
Newton St.....	7	85	120	93	132	40	30	500	1	1
Webster St.....	7	39	37	41	37	8	2	164	1	1
Wilson Ave.....	7	98	98	115	112	7	4	434	1	1
Total.....		222	255	249	281	55	36	1,098	3	3

† Also open evenings with approximately the same attendance.

* Not open during October and November, 1922.

FOR 1923-1924

PLAYGROUND	No. of weeks open	Average daily attendance						Teachers		
		Under 10 years of age		From 10 to 15 years of age		Over 15 years of age		Total	Men	Women
		Boys	Girls	Boys	Girls	Boys	Girls			
Oct. 1, 1923—Nov. 28, 1923										
Bergen St.....	9	74	78	82	86	13	10	343	1	1
Camden St.....	9	36	19	36	20	10	5	126	1	1
Fourteenth Ave.....	9	33	30	33	29	21	18	164	1	1
Franklin.....	9	55	51	53	32	14	21	226	1	1
Miller St.....	9	36	29	48	42	42	36	233	1	1
Newton St.....	9	100	130	92	122	31	22	497	1	1
South Eighth St.....	9	80	70	88	73	29	27	367	1	1
Washington St.....	9	50	41	43	39	16	12	201	1	1
Wilson Ave.....	9	89	86	99	100	6	4	384	1	1
Total.....		553	534	574	543	182	155	2,541	9	9
April 1, 1924—June 27, 1924										
Bergen St.....	11	89	71	100	73	17	9	359	1	1
Camden St.....	12	78	41	62	31	18	6	236	1	1
Fourteenth Ave.....	12	30	28	32	33	25	24	172	1	1
Franklin.....	12	103	108	77	64	8	1	361	1	1
Miller St.....	12	31	27	40	31	31	27	187	1	1
Newton St.....	13	70	99	75	98	27	24	393	1	1
South Eighth St.....	12	74	71	88	81	29	28	371	1	1
Sussex Ave.....	12	46	41	94	85	25	20	311	1	1
Washington St.....	12	64	50	49	35	24	17	239	1	1
Wilson Ave.....	13	91	79	95	82	13	3	363	1	1
Total.....		676	615	712	613	217	159	2,992	10	10
July 7, 1924—Aug. 23, 1924										
Newton St.....	7	65	69	68	70	24	14	310	1	1
Wilson Ave.....	7	89	86	94	90	17	-----	376	1	1
Total.....		154	155	162	160	41	14	686	2	2

FOR 1924-1925

PLAYGROUND	No. of weeks open	Average daily attendance						Teachers		
		Under 10 years of age		From 10 to 15 years of age		Over 15 years of age		Total	Men	Women
		Boys	Girls	Boys	Girls	Boys	Girls			
Oct. 1, 1924—Nov. 26, 1924										
Bergen St.....	9	55	47	67	59	14	12	254	1	1
Camden St.....	9	96	36	100	33	10	4	279	1	1
Fourteenth Ave.....	9	24	22	24	24	19	18	131	1	1
Franklin.....	9	52	44	55	33			184	1	1
Miller St.....	9	34	34	38	35	44	34	219	1	1
Newton St.....	9	71	83	73	83	20	13	343	1	1
South St.....	9	102	96	57	54	17	13	339	1	1
South Eighth St.....	9	70	61	79	69	25	22	326	1	1
Sussex Ave.....	9	65	55	123	103	33	25	404	1	1
Washington St.....	9	51	58	43	54	13	13	232	1	1
Wilson Ave.....	9	119	108	118	115	16	1	477	1	1
Total.....		739	644	777	662	211	155	3,188	11	11
April 1, 1925—June 26, 1925										
Bergen St.....	12	67	38	46	36	27	22	236	1	1
Camden St.....	12	79	44	84	40	4	1	252	1	1
Fourteenth Ave.....	12	43	40	44	40	38	31	236	1	1
Franklin.....	12	66	61	76	60	14		277	1	1
Miller St.....	12	30	27	41	34	41	30	203	1	1
Newton St.....	13	72	101	77	95	30	22	397	1	1
South St.....	12	58	53	53	52	17	14	247	1	1
South Eighth St.....	12	68	62	76	67	23	22	318	1	1
Sussex Ave.....	12	55	52	53	52	5	5	222	1	1
Washington St.....	12	64	42	59	34	18	10	227	1	1
Wilson Ave.....	13	85	76	94	84	8		347	1	1
Total.....		687	596	703	594	225	157	2,962	11	11
July 6, 1925—Aug. 14, 1925										
Newton St.....	6	72	104	71	96	39	20	402	1	1
Wilson Ave.....	6	98	90	109	96	9	1	403	1	1
Total.....		170	194	180	192	48	21	805	2	2

ALL-YEAR PLAYGROUNDS FOR 1922-1923

PLAYGROUND	No. of weeks open	Average daily attendance						Teachers		
		Under 10 years of age		From 10 to 15 years of age		Over 15 years of age		Total	Men	Women
		Boys	Girls	Boys	Girls	Boys	Girls			
Aug. 28, 1922—July 7, 1923										
Day										
McKinley.....	43	94	49	107	57	-----	-----	307	1	1
Morton St.....	45	63	58	78	68	2	-----	269	1	2
Prince St.....	45	63	46	80	50	42	30	311	1	2
Summer Ave.....	45	51	39	50	37	54	22	253	1	1
Total.....		271	192	315	212	98	52	1,140	4	6
Evening										
McKinley.....	45	73	32	83	41	54	25	308	1	1
Morton St.....	45	53	47	63	48	21	11	243	1	-----
Prince St.....	45	46	19	66	17	53	12	213	1	-----
Total.....		172	98	212	106	128	48	764	3	1
July 9, 1923—Aug. 25, 1923										
Day										
McKinley.....	7	127	62	127	55	-----	-----	371	1	1
Morton St.....	7	63	53	77	62	6	2	263	1	2
Prince St.....	7	70	54	93	58	47	30	352	1	2
Robert Treat.....	7	82	91	49	54	37	36	349	2	2
Summer Ave.....	7	49	35	49	33	50	19	235	1	1
Total.....		391	295	395	262	140	87	1,570	6	8
Evening										
McKinley.....	7	128	54	128	63	119	43	535	1	1
Morton St.....	7	55	43	65	47	27	16	253	1	-----
Prince St.....	7	50	36	96	34	71	22	309	1	-----
Robert Treat.....	7	49	7	84	2	97	2	241	1	-----
Total.....		282	140	373	146	314	83	1,338	4	1

FOR 1923-1924

PLAYGROUND	No. of weeks open	Average daily attendance						Teachers		
		Under 10 years of age		From 10 to 15 years of age		Over 15 years of age		Total	Men	Women
		Boys	Girls	Boys	Girls	Boys	Girls			
Aug. 27, 1923—July 5, 1924										
Day										
McKinley.....	45	107	56	118	66	.....	.....	347	1	1
Morton St.....	45	54	43	69	48	4	.....	218	1	2
Prince St.....	45	62	49	76	51	31	4	273	1	2
Robert Treat.....	45	219	153	163	105	78	14	732	1	1
Summer Ave.....	45	46	36	44	30	49	18	223	1	1
Total.....		488	337	470	300	162	36	1,793	5	7
Evening										
McKinley.....	45	84	38	92	46	60	28	348	1	1
*Morton St.....	43	41	25	48	20	23	4	161	1	1
Prince St.....	45	38	10	58	9	47	4	166	1	1
Robert Treat.....	45	44	2	65	.....	66	.....	177	1	1
Total.....		207	75	263	75	196	36	852	4	4
July 7, 1924—Aug. 23, 1924										
Day										
McKinley.....	7	131	67	135	58	.....	.....	391	1	1
Morton St.....	7	37	27	47	29	1	.....	141	1	2
Prince St.....	7	72	65	105	71	28	.....	341	1	2
Robert Treat.....	7	134	114	120	92	64	8	532	1	1
Summer Ave.....	7	49	37	45	31	49	20	231	1	1
Total.....		423	310	452	281	142	28	1,636	5	7
Evening										
McKinley.....	7	132	55	130	63	118	41	539	1	1
Morton St.....	7	14	8	21	6	11	.....	60	1	1
Prince St.....	7	50	32	85	30	69	7	273	1	1
Robert Treat.....	7	46	2	83	.....	91	.....	222	1	1
Total.....		242	97	319	99	289	48	1,094	4	4

* Two weeks closed—repairs.

REPORT OF SUPERINTENDENT OF SCHOOLS

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FOR 1924-1925

PLAYGROUND	No. of weeks open	Average daily attendance						Teachers		
		Under 10 years of age		From 10 to 15 years of age		Over 15 years of age		Total	Men	Women
		Boys	Girls	Boys	Girls	Boys	Girls			
Aug. 25, 1924—July 3, 1925										
Day										
McKinley.....	45	113	62	122	69	-----	-----	366	1	1
Morton St.....	45	44	34	66	36	6	-----	186	1	2
Prince St.....	45	48	29	73	37	27	-----	214	2	1
Robert Treat.....	45	161	135	126	88	53	-----	563	1	1
Summer Ave.....	45	44	35	40	27	46	16	208	1	1
Total.....		410	295	427	257	132	16	1,537	6	6
Evening										
McKinley.....	45	89	42	95	47	66	32	371	1	1
Morton St.....	16	74	53	89	54	8	-----	278	1	2
Prince St.....	45	35	25	67	26	39	3	195	2	1
Robert Treat.....	19	42	-----	52	-----	56	-----	150	1	1
Total.....		240	120	303	127	169	35	994	5	5
July 6, 1925—Aug. 22, 1925										
Day										
McKinley.....	7	135	69	138	60	-----	-----	402	1	1
Morton St.....	7	62	34	79	30	14	1	220	2	2
Prince St.....	7	46	17	79	20	56	1	219	2	2
Robert Treat.....	7	69	35	55	43	28	15	245	2	2
Webster St.....	7	80	57	73	50	58	30	348	1	1
Total.....		392	212	424	203	156	47	1,434	8	8
Evening										
McKinley.....	7	136	57	134	67	127	44	565	1	1
Morton St.....	7	62	34	79	30	14	1	220	1	-----
Prince St.....	7	65	58	91	67	26	-----	307	2	1
Robert Treat.....	7	69	35	55	43	28	15	245	1	-----
Webster St.....	3	77	56	70	46	75	44	368	1	1
Total.....		409	240	429	253	270	104	1,705	6	3

COMPARATIVE STATISTICS OF PLAYGROUNDS FOR
THE LAST FIVE YEARS

TYPE OF PLAYGROUND	During school year			During the summer		
	No. of play- grounds	No. of teachers	Average attend- ance	No. of play- grounds	No. of teachers	Average attend- ance
<i>DAY</i>						
<i>Summer playgrounds</i>						
1921.....	---	---	-----	17	115	10,720
1922.....	---	---	-----	14	47	6,481
1923.....	---	---	-----	16	61	5,402
1924.....	---	---	-----	20	81	6,048
1925.....	---	---	-----	20	85	6,349
<i>After-school</i>						
1920-21.....	7	14	2,217	4	8	2,293
1921-22.....	7	14	2,686	1	2	395
1922-23.....	11	22	3,771	3	6	1,098
1923-24.....	10	20	2,767	2	4	686
1924-25.....	11	22	3,075	2	4	805
<i>All-year</i>						
1920-21.....	4	8	1,160	4	8	1,347
1921-22.....	3	8	844	3	8	952
1922-23.....	4	10	1,140	5	14	1,570
1923-24.....	5	12	1,793	5	12	1,636
1924-25.....	5	12	1,537	5	16	1,434
<i>EVENING</i>						
<i>Summer</i>						
1924.....	---	---	-----	8	16	2,919
1925.....	---	---	-----	8	17	3,139
<i>All-year</i>						
1920-21.....	3	3	1,097	3	3	1,097
1921-22.....	2	2	396	2	2	539
1922-23.....	3	3	764	4	5	1,338
1923-24.....	4	8	852	4	8	1,094
1924-25.....	4	10	994	5	9	1,705

SOCIAL AND RECREATIONAL CENTERS

September 1922—August 1923

Social Centers

	Total No. of evenings for year	Aggregate attendance for year	Average attendance per night
Avon Avenue	33	6,053	183
Belmont Avenue	42	3,571	85
Fourteenth Avenue	44	7,270	165
Oliver Street	38	3,015	79
Wilson Avenue	34	2,192	64
All centers	191	22,101	576

Recreational Centers

Hawthorne Avenue	30	6,167	205
McKinley	33	6,270	190
Ridge Street	62	3,263	52
All centers	125	15,700	447

Summary

Social	191	22,101	576
Recreational	125	15,700	447
Total	316	37,801	1,023

September 1923—August 1924

Social Centers

	Total No. of evenings for year	Aggregate attendance for year	Average attendance per night
Avon Avenue	36	6,836	190
Belmont Avenue	38	5,026	132
Charlton Street	21	4,812	229
Fourteenth Avenue	40	3,634	90
Oliver Street	39	4,071	104
Wilson Avenue	30	4,502	150
All centers	204	28,881	895

Recreational Centers

Boys' Continuation	11	1,850	168
Cleveland	22	3,140	142
Hawthorne Avenue	31	9,209	297
McKinley	47	8,065	171
Newton Street	14	2,272	162
Ridge Street	55	4,490	81
All centers	180	29,026	1,021

Summary

Social	204	28,881	895
Recreational	180	29,026	1,021
Total	384	57,907	1,916

September 1924—August 1925

Social and Recreational Centers

	Total No. of evenings for year	Aggregate attendance for year	Average attendance per night
Alexander Street	26	4,545	174
Avon Avenue	35	4,303	122
Belmont Avenue (White).....	43	13,912	323
“ “ (Colored)	88	23,975	272
Charlton Street	62	11,510	185
Cleveland	42	10,355	246
Eighteenth Avenue	30	6,040	201
Elliott Street	32	4,126	128
Fourteenth Avenue	44	7,208	163
Garfield	32	4,859	151
Hawkins Street	72	10,654	147
Hawthorne Avenue	67	12,319	183
McKinley	100	20,468	204
Montgomery Street	22	4,332	196
Newton Street	48	5,131	106
Oliver Street	39	4,907	125
Ridge Street	38	2,735	72
Webster Street	42	4,395	104
Wilson Avenue	72	9,782	135
Boys' Continuation	20	3,171	158
All centers	954	168,727	3,395

*Comparative Statistics of Social and Recreational Centers for the
Last Five Years*

	Number of centers	Aggregate attendance for year	Average attendance per night
1920-21	8	31,659	1,304
1921-22	8	48,784	1,477
1922-23	8	37,801	1,023
1923-24	12	57,907	1,916
1924-25	20	168,727	3,395

EVENING SCHOOLS SUMMARY OF EVENING SCHOOL STATISTICS

SCHOOL	1922-1923			1923-1924			1924-1925		
	Total number enrolled	Average daily attendance	Total number of teachers	Total number enrolled	Average daily attendance	Total number of teachers	Total number enrolled	Average daily attendance	Total number of teachers
<i>Elementary—English Dept.</i>							190	70	5
Abington Avenue.....	292	127	6	312	91	4	353	104	6
Central Avenue.....	290	183	8	223	115	6	241	116	6
Cleveland.....	35	18	2	33	19	1	24	12	2
East Side High.....	186	78	5	173	91	3	143	89	4
Franklin.....	302	159	7	235	140	5	185	138	6
Lafayette Street.....	303	152	6	270	136	4	241	136	5
Morton Street.....	60	39	3	37	23	1	72	53	3
Robert Treat.....	64	43	4	26	19	2	22	15	5
South Tenth Street.....									
Total.....	1,532	799	41	1,309	634	26	1,471	733	42
<i>Elementary—Foreign Dept.</i>							70	33	2
Abington Avenue.....	277	138	7	591	265	11	377	172	9
Bergen Street.....	167	102	4	183	118	5	176	104	4
Central Avenue.....	310	144	8	439	187	11	311	136	10
Cleveland.....	85	41	2	164	69	3	131	63	3
East Side High.....	305	157	8	377	178	8	232	117	6
Franklin.....	464	147	8	610	197	12	403	162	8
Lafayette Street.....	568	259	10	431	213	10	212	107	8
Morton Street.....	180	114	5	200	143	6	129	86	4
Robert Treat.....	279	138	6	411	178	8	225	107	3
South Tenth Street.....									
Total.....	2,635	1,240	58	3,406	1,548	74	2,266	1,087	57
<i>High</i>							788	335	22
Bergen Street.....	868	282	22	787	302	18	1,737	754	46
Central High.....	1,931	858	48	1,912	861	50	958	453	29
East Side High.....	986	470	28	964	469	27	516	208	14
Franklin.....	603	245	14	642	245	15	443	189	12
Morton Street.....	618	250	17	477	183	12	860	367	21
Robert Treat.....	771	320	24	879	360	21			
Total.....	5,777	2,425	153	5,661	2,420	143	5,302	2,306	144
<i>Vocational</i>							976	368	23*
Boys' Vocational.....	295	152	12	879	325	26	1,781	1,028	39
Fawcett School of Ind. Art.....	1,772	907	40	1,898	1,008	41			
Total.....	2,067	1,059	52	2,777	1,333	67	2,757	1,396	39
<i>Deaf</i>	15	10	2	42	18	4	19	10	3
<i>Americanization Classes</i>							34	21	1
Charlton Street.....	74	19	2	33	18	1	393	170	7
Montgomery Street.....				404	132	6			
Total.....	74	19	2	437	150	7	427	191	8
Grand Total.....	12,100	5,552	†313	13,632	6,103	†326	12,242	5,723	†298

† Includes 5 supervisors.

* School taken over by the county January 1, 1925—teachers not included in total.

Comparative Evening School Statistics for the Last Five Years

Year	No. of teachers	Total enrollment	Average enrollment	Average attendance	Per cent of attendance
1921.....	333	12,799	6,566	5,465	83.5
1922.....	383	14,684	7,860	6,554	83.4
1923.....	313	12,100	6,647	5,552	84.
1924.....	326	13,632	7,260	6,103	84.2
1925.....	298	12,242	6,815	5,723	84.2

DAY SCHOOLS—1922-1923

TABLE SHOWING THE ENROLLMENT, ATTENDANCE, NUMBER OF CLASSES, TEACHERS, ETC.

NAME OF SCHOOL	Enrollment					Average enrollment	Average attendance	Per cent of attendance	No. who have not been absent or tardy during year	Times tardy	Number of sessions	Number suspended or expelled during year	Number of Classes				Teachers		
	Boys	Girls	Total	Kindergarten	Primary								Grammar	Special	Kindergarten	Primary	Grammar	Men	Women
SENIOR HIGH																			
Barringer High.....	1,054	779	1,833		High		1,749	1,650	94.4	82	5,155	210	3				32	34	
Central C. & M. T. High.....	1,304	1,330	2,634		1,833		2,229	1,997	89.5	87	6,566						61	31	
East Side C. & M. T. High.....	603	669	1,272		2,634		1,245	1,168	93.8	87	4,188						30	35	
South Side High.....	970	650	1,620		1,272		1,540	1,438	93.4	48	3,960	185	1				29	34	
Total Senior High.....	3,931	3,428	7,359		7,359		6,763	6,253	92.3	217	19,869	395	4				152	134	
JUNIOR HIGH																			
Cleveland Jr. High—9th gr.....	274	259	533		533		463	434	93.5	1	201	69	1				4	10	
Cleveland Jr. High—7th & 8th gr.....	242	239	481			481	511	479			173						1	10	
Total.....	516	498	1,014		533	481	974	913	93.7	1	374	69	1				5	20	
Madison Jr. High—9th gr.....	142	136	278		278		305	283	93.	10	241						2	8	
Madison Jr. High—7th & 8th gr.....	176	188	364			364	344	325		10	385	18					1	7	
Total.....	318	324	642		278	364	649	608	93.7	20	626	18					3	15	
Robert Treat Jr. High—9th gr.....	157	158	315		315		327	304	92.7	10	52						4	8	
Rob't Treat Jr. H.—7th & 8th gr.....	257	288	545			545	481	449		14	167						1	9	
Total.....	414	446	860		315	545	808	753	93.1	24	219						5	17	
Total Junior High.....	1,248	1,268	2,516		1,126	1,390	2,431	2,274	93.5	45	1,219	87	1				13	52	
Total Senior High and Junior High 9th grade.....	4,504	3,981	8,485		8,485		7,858	7,274	92.8	238	20,363	464	5				162	160	

ELEMENTARY—ALL-YEAR																				
Abington Avenue.....	984	938	1,922	294	1,076	552	1,541	1,414	91.8	25	3,833	1,752	.....	5	1	3	21	13	6	40
Belmont Avenue.....	1,118	1,018	2,136	318	1,099	720	1,658	1,507	90.9	1	2,477	295	.....	3	.....	3	15	10	5	34
Cleveland (Kdg.—6th gr.).....	808	751	1,559	302	809	448	1,057	965	91.3	.....	388	25	.....	5	.....	3	21	16	3	43
Lafayette Street.....	1,401	1,398	2,799	395	1,399	1,005	2,106	1,852	87.9	17	3,241	4,463	.....	20	.....	6	35	20	7	54½
McKinley.....	1,491	1,459	2,950	571	1,568	811	2,420	2,224	91.9	60	6,899	4,306	.....	12	1	5	21	16	2	46
Newton Street.....	1,113	1,036	2,149	464	1,048	637	1,713	1,552	90.6	2	3,777	3,020	.....	10	.....	1	17	12	2	33
Webster Street.....	833	817	1,650	254	891	505	1,294	1,213	93.8	37	1,560	144	.....	7	.....	3	17	12	2	37
Wilson Avenue (Monteith).....	1,137	1,076	2,213	355	1,094	764	1,628	1,457	89.5	.....	1,193	479	.....	4	.....	4	21	16	4	47
Total All Year.....	8,885	8,493	17,378	2,953	8,983	5,442	13,417	12,184	90.8	142	23,368	14,484	.....	59	3	31	176	127	33	366½
ELEMENTARY																				
Alexander Street.....	558	535	1,093	114	440	539	989	904	91.4	40	607	21	.....	4	.....	2	10	13	3	24½
Ann Street (John Catlin).....	1,141	1,160	2,301	271	839	704	1,562	1,437	90.6	35	3,071	2,435	.....	1	.....	2	26	20	7	50½
Avon Avenue.....	885	875	1,760	217	839	704	1,629	1,482	90.9	8	1,055	20	.....	14	.....	3	17	16	3	36
Bergen Street.....	899	914	1,813	214	846	753	1,629	1,482	90.9	28	1,098	63	.....	3	1	3	18	18	3	40
Bruce Street.....	224	217	441	146	295	.....	375	331	88.2	7	780	26	.....	1	.....	2	7	.....	.....	9½
Burnet Street.....	807	836	1,643	174	863	606	1,371	1,214	88.5	38	1,387	2,259	.....	1	.....	3	16	14	1	34
Camden Street.....	628	687	1,315	334	728	253	1,182	1,081	91.5	10	2,248	316	.....	2	.....	4	16	6	2	26
Central Avenue.....	936	844	1,780	331	865	784	1,597	1,449	90.7	45	1,432	2,653	.....	22	.....	2	19	17	5	39½
Charlton Street.....	805	840	1,645	311	771	563	1,424	1,314	92.3	9	1,901	30	.....	1	.....	4	16	15	3	37
Chestnut Street.....	438	416	854	114	463	277	688	614	89.3	4	1,078	147	.....	1	.....	2	8	8	.....	18
Dayton Street.....	41	36	77	.....	77	.....	65	59	91.8	.....	24	.....	.....	.....	.....	.....	2	.....	2	2
Eighteenth Avenue (Milford).....	805	714	1,519	177	815	527	1,325	1,212	86.6	5	1,089	119	.....	1	.....	2	17	13	1	34
Elizabeth Avenue.....	183	160	343	105	238	.....	264	228	89.7	2	780	286	.....	6	.....	2	12	12	1	26½
Elliot Street.....	598	570	1,168	128	550	490	1,020	916	89.7	24	780	286	.....	5	.....	3	19	18	2	43
Fifteenth Avenue (Moses Bigelow).....	944	936	1,880	258	871	751	1,736	1,585	91.3	48	369	164	.....	5	.....	3	19	18	2	28
Fourteenth Avenue.....	726	682	1,408	263	653	492	1,247	1,134	91.1	17	829	197	.....	1	.....	3	13	11	2	51
Franklin.....	1,130	1,143	2,273	328	1,178	767	2,045	1,908	93.3	173	3,214	1,518½	.....	3	.....	5	26	17	4	33
Garfield.....	762	745	1,507	213	709	585	1,289	1,164	90.3	23	660	251	.....	1	.....	3	15	14	2	33
Hawkins Street.....	437	441	878	148	562	168	775	704	90.9	10	900	4	.....	.....	.....	2	12	4	1	18
Hawthorne Avenue.....	777	779	1,556	172	771	613	1,403	1,262	90.9	18	2,418	86	.....	1	.....	2	15	16	2	34
Lawrence Street.....	805	72	152	152	274	181	453	408	92.9	.....	208	14	.....	.....	.....	2	4	.....	.....	13
Lincoln.....	265	251	516	61	274	181	453	408	90.1	11	512	47	.....	1	.....	2	6	5	4	34
Madison (Kdg.—6th gr.).....	626	616	1,242	168	681	393	1,080	960	89.9	13	1,176	10	.....	1	.....	2	16	9	4	41½
Miller Street (Hamilton).....	870	859	1,729	156	786	787	1,516	1,349	89.9	7	2,324	120	.....	.....	.....	2	17	20	2	24
Monmouth Street.....	577	495	1,072	159	517	396	958	872	91.7	5	784	47	.....	7	.....	2	12	10	2	23
Montgomery Street.....	480	552	1,872	172	546	314	902	819	90.7	8	960	116	.....	.....	.....	3	20	19	3	39
Morton Street (Joseph E. Haynes).....	919	958	1,887	299	909	579	1,641	1,507	91.9	17	1,740	349	.....	16	.....	3	23	14	3	44
Oliver Street (Cartier).....	997	991	1,988	301	933	754	1,782	1,644	92.3	46	939	641	.....	.....	.....	4	20	13	1	31
Peshine Avenue (Berkley).....	731	692	1,423	175	665	583	1,345	1,197	89.9	21	266	1	.....	3	.....	2	14	13	1	47
Ridge Street.....	399	389	788	109	364	315	683	614	89.9	20	397	64	.....	.....	.....	2	17	8	1	17
Robert Treat (Kdg.—6th gr.).....	1,013	1,000	2,013	322	1,140	551	1,703	1,554	91.3	34	869	.....	.....	.....	.....	4	26	13	5	47

DAY SCHOOLS 1922-1923—Continued

NAME OF SCHOOL	Enrollment					Average enrollment	Average attendance	Per cent of attendance	No. who have not been absent or tardy during year	Times tardy	Number of sessions	Number suspended or truant	Number of Classes				Teachers	
	Boys	Girls	Total	Kindergarten	Primary	Grammar							Special	Kindergarten	Primary	Grammar	Men	Women
Roseville Avenue.....	236	249	485	103	294	88	382	336	87.9	5	457	11	.....	2	6	2	.....	10½
South Street.....	577	568	1,145	230	705	120	954	865	90.7	3	1,559	256	.....	3	16	3	.....	24
South Eighth Street.....	729	743	1,472	170	658	643	1,257	1,158	92.1	10	1,720	42	.....	2	14	10	2	33
South Market Street.....	388	362	750	123	319	308	627	606	91.6	20	423	68	.....	2	6	8	2	15
S. Seventeenth Street (West Side)	869	801	1,670	189	778	703	1,484	1,360	91.7	15	327	58	.....	2	17	17	4	41
South Tenth Street.....	534	509	1,043	157	492	394	829	860	92.5	47	114	164	.....	2	10	10	1	23
Speedway Avenue.....	224	222	446	115	331	.....	360	351	92.1	13	457	30	.....	2	7	.....	.....	24
Summer Avenue.....	495	506	1,001	73	522	406	880	891	89.0	8	1,288	335	.....	2	10	9	1	21
Summer Place.....	215	194	409	72	267	70	351	313	89.3	4	1,528	2	.....	2	5	2	.....	9
Sussex Avenue.....	523	494	1,017	118	470	429	937	823	87.9	7	1,528	306	.....	2	6	11	1	22½
Walnut Street.....	142	151	293	122	171	.....	297	267	90	.....	426	117	.....	2	6	.....	.....	2
Warren Street.....	544	522	1,066	239	733	94	903	830	91.9	43	1,626	351	1	3	15	2	11	25
Washington Street.....	429	404	833	114	433	306	676	623	92.1	12	766	108	.....	2	8	8	2	17
Waverly Avenue.....	452	386	838	139	468	231	761	705	92.7	.....	233	21	.....	2	11	5	2	17
Total Elementary.....	27,038	26,516	53,554	7,704	27,526	18,324	47,001	42,727	90.9	913	44,404	13,757½	4	106	584	444	831	1,180½
Total Elementary and All-Year	35,923	35,009	70,932	10,657	36,509	23,766	60,418	54,911	90.9	1,055	67,772	28,241½	7	137	760	571	1,163	1,547
SPECIAL SCHOOLS																		
Vocational																		
Building Trades.....	43	...	43	.....	.....	.....	35	31	86.1	.....	108	.....	2	.....	.....	.....	2	.....
Boys' Vocational.....	544	544	1,088	.....	.....	.....	435	413	95	7	726	.....	12	.....	.....	.....	22	1
Girls' Vocational.....	356	356	712	.....	.....	.....	317	285	89.8	11	5	.....	7	.....	.....	.....	11½	19
Boys' Continuation.....	2,162	2,162	4,324	.....	.....	.....	182	157	86.1	.....	1,287	.....	.....	.....	.....	.....	.....	1
Girls' Continuation.....	2,003	2,003	4,006	.....	.....	.....	198	192	97	.....	1,404	.....	.....	.....	.....	.....	.....	12
Total Vocational.....	2,749	2,359	5,108	.....	.....	.....	1,167	1,078	92.4	18	3,530	.....	21	.....	.....	.....	35½	33

[illegible]

DAY SCHOOLS 1922-1923—Continued

NAME OF SCHOOL	Enrollment					Average enrollment	Average attendance	Per cent of attendance	No. who have not been absent or tardy during year	Times tardy	Number of sessions truant	Number suspended or expelled during year	Number of Classes				Teachers	
	Boys	Girls	Total	Kindergarten	Primary								Grammar	Special	Kindergarten	Primary	Grammar	Men	Women
Elizabeth Avenue Tubercular.....	35	37	72	.....	.....	43	38	88.	.....	.....	.....	.....	2	.....	.....	.....	.....	2
Total Op. Window & Tub'ur	201	247	448	.....	.....	461	416	89.6	16	444	274	1	17	.....	.....	.....	.....	17
<i>Crippled</i>																		
Alexander Street Crippled.....	16	22	38	.....	.....	33	30	90.1	.....	.....	.....	.....	2	.....	.....	.....	.....	3
Belmont Avenue Crippled.....	46	29	75	.....	.....	45	42	93.5	.....	.....	.....	.....	2	.....	.....	.....	.....	3
Franklin Crippled.....	70	55	125	.....	.....	41	41	100.	.....	.....	.....	.....	1	.....	.....	.....	.....	1
Total Crippled.....	132	106	238	.....	.....	119	113	94.6	.....	.....	.....	.....	5	.....	.....	.....	.....	7
Total Special.....	3,568	2,941	6,509	.....	.....	2,479	2,266	91.2	46	8,285	2,689	4	92	.....	.....	.....	38½	110
SUMMARY																		
Senior High Schools.....	3,931	3,428	7,359	.....	<i>High</i>	6,763	6,253	92.3	217	19,869	395	4	.....	.....	.....	36	152	134
Junior High Schools.....	1,248	1,268	2,516	.....	1,126 1,390	2,431	2,274	93.5	45	1,219	87	1	.....	.....	.....	13	52	
Elementary Schools.....	35,923	35,009	70,932	10,657	<i>Prim'y</i>	60,418	54,911	90.9	1,055	67,772	28,241½	172	7	137	760	571	116½	1,547
Special Schools.....	3,568	2,941	6,509	.....	36,509	23,766	2,479	2,266	91.2	46	8,285	4	100*	.....	.....	.....	38½	110
Grand Total.....	44,670	42,646	87,316	10,657	36,509 <i>High</i> 8,485 <i>Special</i> 6,509	72,091	65,704	91.1	1,363	97,145	31,412½	181	107	137	760	607	†344	1,881†

* Includes 8 classes for speech improvement, composed of pupils enrolled in regular classes.

† Includes supervisors and special teachers of manual training, cooking, and speech correction, also Dean of Girls.

TABLE SHOWING THE ENROLLMENT, ATTENDANCE, NUMBER OF CLASSES, TEACHERS, ETC.

NAME OF SCHOOL	Enrollment					Average attendance	Per cent of attendance	No. who have not been absent or tardy during year	Times tardy	Number of sessions truant	Number suspended or expelled during year	Number of Classes				Teachers	
	Boys	Girls	Total	Kindergarten	Primary	Grammar						Special	Kindergarten	Primary	Grammar	Men	Women
SENIOR HIGH	1,111	823	1,934	.....	High	.....	1,725	94.9	112	4,652	3	.....	.....	.....	.....	30	38
	Barringer High.....	628	689	1,317	1,934	.....	1,276	93.6	68	4,558	.....	.....	.....	.....	.....	30	38
	East Side C. & M. T. High	1,077	721	1,798	1,317	.....	1,604	93.3	48	3,712	1	.....	.....	.....	.....	30	38
	South Side High.....	.....	.....	.....	1,798	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	Total.....	2,816	2,233	5,049	5,049	.....	4,813	94.	228	12,922	4	.....	.....	.....	.....	90	111
SENIOR HIGH—ALL-YEAR	1,184	1,323	2,507	.....	2,507	.....	2,201	88.9	.....	6,693	.....	.....	.....	.....	.....	60	31
	Central C. & M. T. High	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	Total Senior High	4,000	3,556	7,556	7,556	.....	7,014	92.2	228	19,615	4	.....	.....	.....	.....	150	142
JUNIOR HIGH—ALTERNATING	177	176	353	.....	.....	353	331	94.1	7	301	10	.....	.....	.....	.....	10	9
	Madison—7th & 8th grades	205	221	426	.....	426	413	93.4	11	412	44	.....	.....	.....	.....	2	8
	Madison—9th grade	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	Total.....	382	397	779	.....	426	744	93.7	18	713	54	.....	.....	.....	.....	10	17
	Robert Treat—7th & 8th grades	206	257	463	.....	.....	463	92.5	9	165	.....	.....	.....	.....	.....	14	2
JUNIOR HIGH—ALL-YEAR	206	198	404	.....	404	.....	364	92.7	7	111	.....	.....	.....	.....	.....	2	10
	Robert Treat—9th grade	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	Total.....	412	455	867	.....	404	830	92.6	16	276	.....	.....	.....	.....	.....	14	20
	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	4	20
	Total.....	794	852	1,646	.....	830	1,574	93.1	34	989	54	.....	.....	.....	.....	24	37
JUNIOR HIGH—ALL-YEAR ALTERNATING	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	Cleveland—7th & 8th grades	304	330	634	.....	.....	523	93.9	.....	232	9	.....	.....	.....	.....	14	3
	Cleveland—9th grade	274	254	528	.....	528	430	93.	.....	118	106	.....	.....	.....	.....	4	9
	Total.....	578	584	1,162	.....	528	953	93.4	.....	350	115	.....	.....	.....	.....	14	18

Total Senior High and Junior High 9th Grade	1,372	1,436	2,808	.....	1,358	1,450	2,527	93.3	34	1,339	169	.....	.....	.....	.....	38	55

	4,685	4,229	8,914	.....	8,914	.....	8,221	.....	246	20,256	772	.....	.....	.....	.....	158	169

DAY SCHOOLS 1923-1924—Continued

NAME OF SCHOOL.	Enrollment			Average enrollment	Average attendance	Per cent of attendance	No. who have not been absent or tardy during year	Times tardy	Number of sessions attended	Number suspended or expelled during year	Number of Classes				Teachers	
	Boys	Girls	Total								Kindergarten	Primary	Grammar	Special	Kindergarten	Primary	Grammar	Men	Women
ELEMENTARY																
TRADITIONAL																
Alexander Street	586	887	1,473	157	458	884	1,066	966	884	16		2	10	14	8	257
Axon Avenue	869	835	1,704	218	798	691	1,587	1,511	1,511	43		3	17	16	8	384
Berrien Street	903	919	1,822	177	888	760	1,656	1,511	1,511	81	1	2	19	18	11	
Bruce Street	727	246	473	119	324	393	347	347	347	21		2	7	7	7	10
Burnet Street	876	871	1,697	278	878	891	1,412	1,233	1,233	1,139		3	18	14	7	384
Camden Street	687	691	1,373	317	719	387	1,226	1,226	1,226	213	4	1	16	14	8	76
Carlton Street	777	837	1,609	777	761	868	1,401	1,290	1,290	90	90	1	17	14	8	37
Chesnut Street	449	390	839	117	512	211	680	606	606	117		2	11	6	19	19
Dixton Street	48	31	89	7	78	69	69	69	69	57	57		2	7	7	7
Edgemoor Avenue	679	677	1,356	111	674	488	1,161	1,059	1,059	401	2	1	2	5	12	31
Elizabeth Avenue	167	164	331	108	233	217	216	216	216	439	1		2	8	7	6
Fellott Street	609	874	1,483	181	543	489	1,075	918	897	171		3	19	18	2	27
Fellott Avenue	981	933	1,914	288	876	783	1,712	1,562	1,562	912	11		4	19	18	28
Fourteenth Avenue	696	689	1,385	289	647	489	1,254	1,188	1,188	83		3	8	13	2	33
Gayfield	761	787	1,543	308	678	640	1,344	1,188	1,188	561	148		3	8	13	2
Hawkins Street	470	473	943	188	587	198	798	727	727	766	89		2	11	5	19
Haybarn Avenue	972	918	1,890	198	913	779	1,843	1,660	1,660	176	176		2	11	20	163
Lafayette Street	58	49	107	107	70	61	70	61	61	116	1		2	2	2	2
Lambert	287	266	553	80	280	193	485	438	438	462	83		2	6	8	13
Manhattan Street	879	498	1,377	117	570	588	891	798	798	21	21		2	11	9	1
Montgomery Street	171	533	1,007	177	479	481	803	723	723	6	6		2	9	9	3
Morton Street	940	969	1,889	233	1,016	600	1,607	1,457	1,457	317	317		3	23	13	40
Olivet Street	960	1,070	1,980	286	946	788	1,762	1,627	1,627	879	271		1	20	19	43
Palmer Avenue	912	827	1,809	213	868	706	1,684	1,543	1,543	111	111		3	21	12	11
Ridge Street	407	468	770	383	467	347	603	603	603	107	107		2	8	8	1
Roseville Avenue	218	218	470	97	401	171	401	387	387	54	54		2	7	7	17
South Street	548	548	1,086	199	771	116	938	846	846	134	134		2	7	7	23

South Eighth Street	762	721	1,483	166	672	645	1,276	1,174	92	26	1,651	41	3	2	14	16	1	34
South Market Street	407	349	750	124	318	314	666	628	94	41	531	97	3	2	7	7	1	16
South Tenth Street	555	510	1,065	145	503	417	958	886	92	53	101	140	5	1	2	10	1	23
Speedway Avenue	233	272	460	119	341	372	372	336	90	5	8	438	18	2	7	10	1	26
Summer Avenue	493	502	695	78	516	407	885	797	85	16	1,374	199	18	2	5	2	9	26
Summer Place	216	200	416	80	265	71	345	297	85	9	166	28	2	2	10	10	1	23
Sussex Avenue	545	526	1,071	143	492	436	936	827	88	8	1,387	190	1	2	6	7	8	24
Walnut Street	143	170	313	111	172	92	299	270	90	3	387	39	1	3	17	7	12	18
Warren Street	547	531	1,078	143	704	648	914	843	90	4	1,516	259	1	2	8	2	1	21
Washington Street	443	436	879	125	427	377	704	648	91	9	1,816	29	1	2	9	8	2	18
Waverly Avenue	481	405	886	141	499	243	739	668	90	3	250	65	3	2	10	6	2	17
Total Elementary Traditional	20,869	20,465	41,334	6,158	21,181	13,995	36,236	32,835	90	6	687	34,732	5,796	94	4	454	337	905
ELEMENTARY— ALTERNATING																		
Ann Street	1,145	1,144	2,289	257	1,197	835	2,023	1,849	91	4	35	2,534	1,149	1	4	27	20	52
Central Avenue	908	849	1,757	136	866	755	1,570	1,431	91	3	59	1,802	2,435	9	2	18	18	39
Franklin	1,122	1,133	2,255	321	1,203	731	2,045	1,895	92	7	154	2,418	2,422	1	4	26	18	51
Madison (Kdg.—6th grade)	618	615	1,236	173	723	396	1,098	971	88	5	10	1,456	106	1	2	16	9	32
Miller Street	641	605	1,246	157	830	867	1,599	1,423	89	8	8	2,458	513	4	2	19	20	42
Robert Treat (Kdg.—6th grade)	998	986	1,984	264	1,217	503	1,708	1,564	91	6	39	1,084	42	3	4	27	10	46
South Seventeenth Street	830	800	1,636	199	755	696	1,523	1,379	90	5	11	686	4	1	2	16	18	40
Total Elementary Alternating	6,585	6,435	13,020	1,502	6,791	4,727	11,566	10,515	90	9	316	12,438	6,667	18	20	149	113	303
ELEMENTARY—ALL-YEAR																		
Belmont Avenue	1,134	1,034	2,168	326	1,128	714	1,676	1,511	90	1	1	2,704	323	4	1	3	22	43
Newton Street	1,060	999	2,059	404	1,005	650	1,672	1,517	90	7	8	3,720	1,817	9	5	22	15	46
Webster Street	781	806	1,581	274	832	475	1,245	1,166	93	7	53	2,219	241	7	3	17	11	32
Total Elementary All-Year	2,975	2,833	5,808	1,004	2,965	1,839	4,593	4,194	91	3	61	8,643	2,381	26	11	61	42	121
ELEMENTARY—ALL-YEAR ALTERNATING																		
Abington Avenue	1,035	1,019	2,054	384	1,093	577	1,656	1,537	92	8	57	3,294	1,046	3	4	23	14	46
Cleveland (Kdg.—6th grade)	735	705	1,440	275	755	410	1,017	922	90	6	1	718	72	1	3	15	9	35
Lafayette Street	1,343	1,285	2,628	314	1,344	970	2,038	1,863	88	4	6	3,714	5,475	19	4	24	22	53
McKinley	1,419	1,387	2,806	524	1,541	741	2,261	2,086	92	3	15	7,171	4,173	12	6	33	19	63
Wilson Avenue	1,125	1,092	2,217	374	1,071	772	1,643	1,478	89	9	1	435	332	1	4	21	16	46
Total Elementary All-Year	5,657	5,488	11,145	1,871	5,804	3,470	8,615	7,826	90	8	78	15,332	11,098	35	1	21	116	243
Grand Total Elementary	36,086	35,221	71,307	10,535	36,741	24,031	61,010	55,370	90	8	1,142	71,145	25,942	167	7	139	780	1,572

DAY SCHOOLS 1923-1924—Continued

NAME OF SCHOOL	Enrollment				Average enrollment	Average attendance	Per cent of attendance	No. who have not been absent or tardy during year	Times tardy	Number of sessions truant	Number suspended or expelled during year	Number of Classes				Teachers	
	Boys	Girls	Total	Kindergarten								Primary	Grammar	Special	Kindergarten	Primary	Grammar	Men	Women
SPECIAL Vocational—All Year																	
	560		560		409	474	94.9	11	764	128		12				25	1
Boys' Vocational Building Trades.....	52		52		42	39	91.9		96			2				2	
Total Vocational All Year.....	612		612		541	513	94.7	11	860	128		14				27	1
Vocational																	
Girls' Vocational.....		380	380		329	299	90.8	10	20			6					19
Grand Total Vocational.....	612	380	992		870	812	93.4	21	880	128		20				27	20
Continuation																	
Boys' Continuation.....	2,160		2,160		233	201	85.9		1,189			10				11½	1
Girls' Continuation.....		1,977	1,977		245	235	95.8		1,197			10					12
Total Continuation.....	2,160	1,977	4,137		478	436	91.		2,386			20				11½	13
Total Vocational and Continuation.....	2,772	2,357	5,129		1,348	1,248	92.6	21	3,266	128		40				38½	33
Ungraded																	
Academy Street.....	16		16		20	20	99.6		130	3		1				1	1
Chestnut Street.....	41		41		42	41	97.1	1	62	106	1	2				1	2
South Tenth Street.....	38		38		39	37	96.2		72	120		2				1	2
Total Ungraded.....	95		95		101	98	97.3	1	264	229	1	5				2	5
Binet																	
Alvea Street.....	66	22	88		85	73	85.4		756	933		5					5
Coe's Place.....	83	44	127		142	125	88.3		1,350	200	1	8				1	8
Fifteenth Avenue.....	16	13	29		32	31	94.7	2	27	20	1	2				2	2
Robert Treat.....	44	39	83		87	83	96.3		415			5				5	5
South Street.....	4	8	12		17	16	92.		63	17		1				1	1
South Seventeenth Street.....	24	12	36		34	29	87.2		38			2				2	2
State Street.....	99	48	147		148	126	85.5		1,299	1,296½		8				9	9
Waverly Avenue.....	19	15	34		34	29	85.1		203	111		2				2	2
Total Binet.....	355	201	556		579	512	88.6	2	4,151	2,577½	2	33				1	34

[illegible]

* Includes 12 classes for speech improvement composed of pupils enrolled in regular classes.

* Includes 12 classes for speech improvement composed of pupils enrolled in regular classes.
† Includes supervisors, special teachers of manual training, cooking, speech improvement, nutrition workers, oral hygienist, special physical training and dean of high school girls.

DAY SCHOOLS—1924-1925
TABLE SHOWING THE ENROLLMENT, ATTENDANCE, NUMBER OF CLASSES, TEACHERS, ETC.

NAME OF SCHOOL	Enrollment						Average enrollment	Average attendance	Per cent of attendance	No. who have not been absent or tardy during year	Times tardy	Number of sessions truant	Number suspended or expelled during year	Number of Classes				Teachers	
	Boys	Girls	Total	Kindergarten	Primary	Grammar								Special	Kindergarten	Primary	Grammar	Men	Women
SENIOR HIGH Barringer High..... East Side C. & M. T. High..... South Side High..... Total	1,149 655 1,237 3,041	766 683 760 2,209	1,915 1,338 1,997 5,250		High 1,915 1,338 1,997 5,250		1,812 1,255 1,918 4,985	1,720 1,182 1,773 4,675	94.9 94.1 92.5 93.8	120 75 43 238	3,795 3,831 4,980 12,606	231 54	2 1 3					31 30 34 95	38 36 38 112
	1,206 4,247	1,287 3,496	2,493 7,743		2,493 7,743		2,244 7,229	1,984 6,659	88.4 91.9 238	4,517 17,123 285 3					60 155	31 143
JUNIOR HIGH— ALTERNATING Madison—7th and 8th grades..... Madison—9th grade..... Total	170 222	166 223	336 445		..... 445	336 443	311 414	..... 93.5	..... 8	12 391	453 77	1 77	..... 8		10		1 2	10 8
	392 243 151	389 253 213	781 496 364		445 364	336 496 343	773 445 343	725 417 322	93.8 93.7	20 19 12	844 116 102	78 .....	..... 9		10	13	3 2 2	18 11 2
Robert Treat—7th and 8th grades Robert Treat—9th grade Total	394	466	860		364	496	788	739	93.8	31	218	.....	.....		13		4	20
	786	855	1,641		809	832	1,561	1,464	93.8	51	1,062	78	.....		23		7	38
JUNIOR HIGH—ALL YEAR ALTERNATING Cleveland—7th and 8th grades..... Cleveland—9th grade..... Total	281 215	322 232	603 447		..... 447	603 418	438 391	..... 93.6	.....	319 232	13 58	3 2	.....		12		2 4	8 11
	496	554	1,050		447	603	884	829	93.8	.....	551	71	5		12		6	19
Total Junior High	1,282	1,409	2,691		1,256	1,435	2,445	2,293	93.8	51	1,613	149	5		35		13	57	
Total Senior High and Junior High 9th grade	4,835	4,164	8,999		8,999		8,433	7,786	93.2	258	17,848	420	5				163	171	

ELEMENTARY— TRADITIONAL																	
Alexander Street	646	1,310	149	532	629	1,186	1,102	92.9	40	792	19	1	2	11	15	3	28
Avon Avenue	832	1,653	198	772	683	1,459	1,330	91.2	8	955	35	8	2	17	16	2	36
Bergen Street	770	1,639	187	768	684	1,615	1,466	90.8	51	2,333	55	1	2	19	17	2	41
Bruce Street	239	222	461	339	322	388	347	89.5	6	586	55	4	4	16	6	2	10
Camden Street	636	605	1,241	321	698	1,300	1,007	91.6	19	2,039	168	4	1	4	16	3	26
Carlton Street	781	871	1,652	273	728	651	1,461	1,337	91.5	13	1,037	125	1	4	16	3	38
Chestnut Street	436	434	870	139	507	224	683	86.3	20	1,251	115	2	2	10	6	2	18
Dayton Street	43	36	79	79	70	65	622	86.3	9	19	19	2	2	2	2	2	2
Eighteenth Avenue	730	668	1,418	175	536	1,295	1,181	91.2	9	1,227	398	1	1	2	16	4	31
Elizabeth Avenue	163	157	320	86	234	249	217	87.2	4	290	1	3	2	5	5	6	6
Elliott Street	596	512	1,108	145	465	968	882	91.2	26	426	416	3	2	11	13	1	28
Fifteenth Avenue	999	933	1,932	256	892	1,737	1,584	91.2	40	348	207	9	3	19	18	3	42
Fourteenth Avenue	664	666	1,330	244	634	1,234	1,121	90.9	25	1,280	110	4	3	13	11	2	28
Garfield	800	773	1,573	217	732	624	1,371	1,252	91.3	581	222	2	3	16	15	2	35
Lawrence Street	39	41	80	6	74	59	52	87.2	5	99	4	3	2	7	5	1	14
Lincoln	289	266	555	78	290	187	515	471	91.5	16	649	4	2	11	9	1	23
Monmouth Street	506	483	989	140	492	357	814	740	90.9	915	62	4	2	9	8	2	20
Montgomery Street	419	471	890	157	427	306	768	693	90.3	917	118	2	3	20	16	3	40
Morton Street	884	886	1,770	218	889	663	1,531	1,391	90.8	2,253	511	11	3	20	19	4	43
Oliver Street	877	975	1,852	243	851	758	1,676	1,537	91.7	64	703	168	1	2	7	8	1
Ridge Street	389	350	739	104	332	303	648	584	90.2	20	96	62	2	7	2	2	11
Roseville Avenue	256	230	486	89	309	88	388	338	87.1	17	470	62	3	14	3	23	33
South Street	551	546	1,097	218	769	110	917	830	90.5	11	1,304	488	3	2	14	2	24
South Eighth Street	696	687	1,383	154	614	615	1,212	1,124	92.8	35	1,020	38	2	11	10	1	24
South Tenth Street	573	482	1,055	141	523	391	931	868	93.3	56	88	144	4	2	7	2	9
Speedway Avenue	231	212	443	111	332	360	332	92.2	8	385	11	1	2	10	10	1	9
Summer Avenue	493	525	1,018	83	504	431	901	815	90.4	8	1,150	111	3	2	5	2	9
Summer Place	220	204	424	66	275	83	339	300	88.6	6	298	13	1	2	10	2	22
Sussex Avenue	538	561	1,099	135	526	438	994	890	89.5	6	1,484	131	2	2	10	2	8
Walnut Street	140	180	320	155	165	318	279	89.4	1	278	24	2	2	8	7	2	17
Washington Street	404	434	838	130	404	304	678	629	92.8	6	678	69	1	2	10	6	2
Waverly Avenue	465	354	819	124	472	223	701	650	92.9	11	253	36	2	2	10	7	2
Total Elementary Traditional	16,325	16,118	32,443	4,881	16,351	11,211	28,561	26,027	594	26,818	3,975	67	5	70	356	277	724
ELEMENTARY— ALTERNATING																	
Ann Street	1,156	1,097	2,253	250	1,141	862	2,023	1,827	90.3	32	2,440	5,856	3	3	28	20	6
Burnet Street	886	971	1,857	256	951	650	1,513	1,317	87.1	43	3,636	1,116	9	2	14	14	3
Central Avenue	715	669	1,384	134	675	575	1,224	1,139	93.1	4	1,187	516	4	4	24	19	4
Franklin	1,073	1,064	2,137	286	1,057	794	1,931	1,791	92.8	192	2,351	1,875	4	2	24	19	5
Franklin Street	788	702	1,490	171	833	486	1,294	1,186	91.6	18	1,180	15	10	2	17	12	4
Hawkins Avenue	1,277	1,187	2,464	168	1,233	1,063	2,282	2,060	90.2	19	2,416	441	6	2	27	25	4
Hawthorne Avenue	617	628	1,245	150	777	318	1,142	1,030	90.2	13	1,675	49	1	2	18	8	5
Madison (Kdg.—6th grade)	990	925	1,915	136	853	926	1,621	1,475	90.4	25	2,625	456	10	2	18	21	3
Miller Street	990	941	1,947	218	956	773	1,770	1,585	89.6	25	961	20½	3	3	21	19	2
Peshine Avenue	1,006	981	1,947	284	1,685	1,480	1,685	1,539	91.4	41	934	52	3	2	27	12	4
Robert Treat (Kdg.—6th grade)	966	981	1,947	284	1,685	1,480	1,685	1,539	91.4	41	934	52	3	2	27	12	4
South Seventeenth Street	909	873	1,782	175	840	767	1,590	1,448	91.1	16	2,579	285	3	2	19	16	2
Warren Street	656	634	1,290	231	807	252	1,135	1,047	92.2	7	2,579	285	3	3	19	6	2
Total Elementary Alternating	11,039	10,672	21,711	2,459	11,303	7,949	19,220	17,444	90.8	423	22,443	10,681½	50	32	252	189	47

DAY SCHOOLS 1924-1925—Continued

NAME OF SCHOOL	Enrollment				Average enrollment	Average attendance	Per cent of attendance	No. who have not been absent or tardy during year	Times tardy	Number of sessions	Number suspended or expelled during year	Number of Classes				Teachers	
	Boys	Girls	Total	Kindergarten	Primary	Grammar						Special	Kindergarten	Primary	Grammar	Men	Women
ELEMENTARY—ALL-YEAR																	
Belmont Avenue	1,079	998	2,077	256	1,185	636	1,566	1,429	2,662	338	6	1	3	21	16	3	42
Newton Street	1,133	1,065	2,198	397	1,160	641	1,703	1,551	3,560	1,217	10	1	5	22	16	2	47
Webster Street	876	848	1,724	262	976	486	1,404	1,321	1,256	194	7	.....	3	20	14	3	37
Total Elementary—All-Year	3,088	2,911	5,999	915	3,321	1,763	4,673	4,301	7,478	1,749	23	2	11	63	46	8	126
ELEMENTARY—ALL-YEAR ALTERNATING																	
Arlington Avenue	1,058	988	2,046	357	1,065	624	1,658	1,541	2,593	1,368	.....	.....	4	22	16	6	44
Cleveland (Kde.—6th grade)	1,062	624	1,686	239	605	392	929	854	583	18	6	.....	3	15	8	5	33
Lafayette Street	1,273	1,201	2,534	385	1,214	935	1,951	1,751	2,662	3,996	7	.....	3	24	22	7	51
McKinley	1,335	1,304	2,639	496	1,444	699	2,213	2,041	6,157	4,735	12	1	6	31	19	4	62
Wilson Avenue	1,135	1,163	2,298	364	1,104	828	1,741	1,561	1,396	613	.....	.....	4	23	18	4	51
Total All Year Alternating	5,463	5,340	10,803	1,831	5,494	3,478	8,492	7,748	13,391	10,730	25	1	20	115	83	26	241
Grand Total Elementary	35,915	35,041	70,956	10,086	36,469	24,401	60,946	55,520	70,130	27,135	165	8	133	786	595	126	1,601
VOCATIONAL—ALL-YEAR																	
Boys' Vocational	620	.....	620	.....	.....	.....	500	480	242	102	.....	.....	.....	.....	.....	25	1
Building Trades	76	.....	76	.....	.....	.....	48	46	17	7	.....	.....	.....	.....	.....	2	.....
Total Vocational All-Year	696	.....	696	.....	.....	.....	548	526	259	109	.....	.....	.....	.....	.....	27	1
VOCATIONAL																	
Girls' Vocational	.....	334	334	.....	.....	.....	310	288	7	.....	.....	.....	.....	.....	.....	.....	19
Grand Total Vocational	696	334	1,030	.....	.....	.....	858	814	100	109	.....	.....	.....	.....	.....	27	20
CONTINUATION																	
Boys' Continuation	2,020	.....	2,020	.....	.....	.....	195	172	1,532	.....	.....	10	.....	.....	.....	11	1
Girls' Continuation	.....	1,861	1,861	.....	.....	.....	228	220	950	.....	.....	10	.....	.....	.....	.....	12
Total Continuation	2,020	1,861	3,881	.....	.....	.....	423	392	2,482	.....	.....	20	.....	.....	.....	11	13

SPECIAL														1
Ungraded														2
Academy Street	18	18	21	21	99.2	1	112	1	1	12	1	1	1	3
Chestnut Street	35	33	39	37	94.7	---	141	---	---	206	---	---	---	2
South Tenth Street	36	36	42	40	96.1	---	141	---	---	49	---	---	---	2
Total Ungraded	89	89	102	98	96.2	1	405	1	5	267	---	---	---	5
Binet														1
Abington Avenue	9	7	17	15	88.1	---	111	---	1	8	---	---	---	5
Alleya Street	59	29	81	71	88.1	---	636	---	5	828	---	---	---	8
Coe's Place	44	133	120	109	90.7	---	897	---	1	36	---	---	---	8
Eighteenth Avenue	20	33	37	34	80	2	314	2	5	131	---	---	---	2
Fifteenth Avenue	18	15	33	30	85.8	---	89	---	1	51	---	---	---	1
McKinley	---	---	16	14	89.2	---	127	---	1	40	---	---	---	1
South Street	6	11	17	15	87.3	---	73	---	2	20	---	---	---	2
South Seventeenth Street	20	19	37	32	86.5	---	182	---	2	---	---	---	---	9
State Street	91	45	121	111	91.3	8	1,108	8	5	539	---	---	---	5
Wickliffe Street	56	33	83	79	95.6	3	451	3	---	46	---	---	---	5
Total Binet	368	216	599	540	90.3	14	3,988	14	38	1,708	---	---	---	39
Open Window														1
Ann Street	4	25	28	24	86.8	---	7	---	1	---	---	---	---	1
Fifteenth Avenue	10	9	28	26	90.8	---	6	---	1	4	---	---	---	1
Lafayette Street	2	3	29	26	90.8	---	96	---	1	---	---	---	---	1
Montgomery Street	8	6	24	21	88.4	1	38	1	1	43	---	---	---	1
Morton Street	12	18	29	26	89.6	---	38	---	1	---	---	---	---	5
Total Open Window	36	61	138	123	89.3	1	147	1	5	47	---	---	---	5
Tubercular														2
Elizabeth Avenue	24	28	43	36	85.1	---	---	---	2	---	---	---	---	2
Total Open Window and Tubercular	60	89	181	159	88.2	1	147	1	7	47	---	---	---	7
Deaf														13
School for Deaf	55	36	81	73	90.	---	150	---	10	14	---	---	---	13
Blind														1
Robert Treat	6	2	7	7	95.3	---	3	---	1	2	---	---	---	1
Washington Street	9	5	13	12	90.9	---	---	---	1	2	---	---	---	2
Total Blind	15	7	20	19	92.4	---	3	---	2	4	---	---	---	3

DAY SCHOOLS 1924-1925—Continued

NAME OF SCHOOL	Enrollment					Average enrollment	Average attendance	Per cent of attendance	No. who have not been absent or tardy during year	Times tardy	Number of sessions truant	Number suspended or expelled during year	Number of Classes				Teachers	
	Boys	Girls	Total	Kindergarten	Primary	Grammar							Special	Kindergarten	Primary	Grammar	Men	Women
<i>Crippled—All-Year</i>																		
Franklin (Crippled Home Annex).....	70	39	109				33	100					1				1	1
Newton Street (Hospital Class).....	21	17	38				33	90.6					1				1	1
School for Crippled Children.....	65	49	114				98	93.3					4				6	6
Total Crippled.....	156	105	261				165	158	95.2				6				8	8
<i>Sight Conservation</i>																		
Eighteenth Avenue.....	4	3	7				15	13	87.6	14			1				1	1
Webster Street.....							14	13	90.8	2			1				1	1
Total Sight Conservation.....	4	3	7				29	26	88.9	16			2				2	2
Total Special.....	3,463	2,651	6,114				2,458	2,279	92.3	116	7,457	5	90				14	90
SUMMARY																		
Senior High Schools.....	4,247	3,496	7,743				7,229	6,659	91.9	238	17,123	3					155	143
Junior High Schools.....	1,282	1,409	2,691				2,445	2,293	93.8	51	1,613	5					13	57
Elementary.....	35,915	35,041	70,956				60,046	55,520	91.1	1,091	70,130	165	8	133	786	595	126	1,601
Special.....	3,463	2,651	6,114				2,458	2,279	92.3	116	7,457	5	†104				14	90
Total.....	44,907	42,597	87,504	10,086	High 8,900 Prim'y 36,469 Special 6,114	25,836	73,078	66,751	91.3	1,496	96,323	178	112	133	786	630	*337	*1,939

* Includes supervisors and special teachers of manual training, cooking, speech improvement, nutrition, oral hygienist.

† Includes 14 classes for speech improvement composed of pupils enrolled in regular classes.

SUMMER SCHOOLS—1923

TABLE SHOWING THE ENROLLMENT, ATTENDANCE, NUMBER OF CLASSES, TEACHERS, ETC.

SCHOOL	Enrollment					Average enrollment	Average attendance	Per cent of attendance	Number of Classes			Teachers	
	Boys	Girls	Total	Kindergarten	Primary				Grammar	Kindergarten	Primary—Promotion	Grammar—Promotion	Men	Women
ELEMENTARY													
Alexander Street.....	213	189	402	18	178	206	340	312	1	4	7	1	12
Ann Street.....	490	480	970	60	574	336	892	841	1	15	11	3	27
Avon Avenue.....	481	382	863	31	425	407	754	694	1	10	12	1	24
Bergen Street.....	340	252	592	.....	269	323	502	469	.....	7	10	3	15
Burnet Street.....	273	272	545	59	317	169	451	408	.....	8	5	.....	15
Camden Street.....	322	318	640	70	451	119	583	540	.....	11	4	2	17
Central Avenue.....	334	333	667	53	339	275	623	580	1	7	8	1	17
Charlton Street.....	253	259	512	42	219	251	489	451	1	6	7	2	15
Eighteenth Avenue.....	275	242	517	37	259	221	438	409	1	6	7	2	14
Fifteenth Avenue.....	312	290	602	60	284	258	544	501	1	6	8	1	15
Fourteenth Avenue.....	415	356	771	105	433	233	695	645	1	11	6	1	23
Franklin.....	526	474	1,000	107	569	324	871	805	1	14	9	1	27
Hawthorne Avenue.....	275	241	516	25	243	248	457	417	1	7	8	2	15
Miller Street.....	196	173	369	33	187	149	328	301	1	5	4	3	8
Monmouth Street.....	251	286	537	27	285	225	492	452	1	7	8	4	13
Morton Street.....	282	320	602	26	347	229	509	465	1	8	5	4	13
Oliver Street.....	297	327	624	47	393	184	509	443	1	10	7	2	18
Robert Treat (Kdg.—6th).....	225	233	458	43	329	86	397	365	1	8	2	13	18
South Eighth Street.....	257	195	452	30	221	201	392	368	1	5	6	1	12
South Market Street.....	168	154	322	30	150	142	279	266	1	4	4	2	8
South Seventeenth Street.....	265	223	488	20	212	256	435	404	1	5	7	2	12
Sussex Avenue.....	236	225	461	27	187	247	360	324	1	4	6	1	11
Warren Street.....	217	233	450	78	323	49	450	373	1	7	2	2	11
Total Elementary.....	6,903	6,457	13,360	1,028	7,194	5,138	11,790	10,833	22	175	156	42	354

HIGH	759	527	1,286	High	-----	1,208	1,143	94.6	-----	-----	31	15
Barringer High.....	288	161	449	1,286	449	431	405	93.9	-----	-----	11	6
South Side High.....				1,735	-----	1,639	1,548	94.5	-----	-----	42	21
Total Senior High.....	1,047	688	1,735	9th gr.	-----				-----	-----	5	3
Robert Treat Junior High (7th, 8th and 9th grades).....	72	84	156	87	69	132	121	91.5	-----	-----	5	3
Total Junior High.....	72	84	156	87	69	132	121	91.5	-----	-----	42	21
SUMMARY				High	-----	1,639	1,548	94.5	-----	-----	5	3
Senior High.....	1,047	688	1,735	1,785	69	132	121	91.5	-----	-----	42	354
Junior High.....	72	84	156	Prim'y	5,138	11,790	10,833	91.7	-----	-----	42	
Elementary.....	6,903	6,457	13,360	7,194	5,207	13,561	12,502	92.3	175	156	*98	*387
Total.....	8,022	7,229	15,251	Prim'y	5,207	13,561	12,502	92.3	22	156	*98	*387
				High	1,822							

* Includes 16 special teachers and 2 supervisors.

SUMMER SCHOOLS—1924

TABLE SHOWING THE ENROLLMENT, ATTENDANCE, NUMBER OF CLASSES, TEACHERS, ETC.

SCHOOL	Enrollment					Average enrollment	Average attendance	Per cent of attendance	Number of Classes			Teachers		
	Boys	Girls	Total	Kindergarten	Primary				Grammar	Kindergarten	Primary—Promotion	Grammar—Promotion	Men	Women
ELEMENTARY														
Alexander Street	244	210	454	---	225	229	402	378	93.8	---	1	12		
Ann Street	532	492	1,024	80	543	401	935	871	93.	---	5	24		
Avon Avenue	494	427	921	29	452	440	810	761	93.7	1	1	26		
Bergen Street	295	232	527	---	221	306	460	429	93.2	10	2	15		
Burnet Street	275	341	616	59	335	222	509	461	90.3	6	---	16		
Camden Street	352	350	702	70	481	151	616	572	92.4	1	3	17		
Central Avenue	345	347	692	64	341	287	654	598	91.2	1	1	18		
Charlton Street	246	263	509	50	200	259	458	424	92.	1	3	13		
Eighteenth Avenue	298	255	553	36	276	241	439	407	92.5	1	6	14		
Elliot Street	245	216	461	37	237	187	388	356	91.3	1	2	11		
Fifteenth Avenue	342	261	603	45	298	260	514	469	91.1	1	1	15		
Fourth Avenue	415	431	846	105	472	269	741	684	91.9	11	8	22		
Franklin	548	516	1,064	78	362	362	895	821	91.4	1	2	10		
Harbrie Avenue	465	353	818	26	305	487	732	677	92.3	1	2	27		
Miller Street	207	172	379	15	192	172	351	322	91.6	1	2	12		
Monmouth Street	233	237	470	---	258	212	419	392	93.6	6	7	13		
Monmouth Street	307	257	564	28	303	233	490	455	92.6	1	2	14		
Morton Street	280	348	628	49	380	199	535	462	86.5	7	5	15		
Robert Treat (Kdg.—6th grade)	234	253	487	40	348	199	414	384	92.9	1	4	11		
South Eighth Street	259	223	482	32	222	228	429	368	90.8	1	6	14		
South Market Street	151	143	294	32	180	82	241	221	90.9	1	3	8		
South Seventeenth Street	308	274	582	262	320	320	510	462	90.5	6	7	12		
Sussex Avenue	198	179	377	---	166	211	297	275	92.6	---	2	11		
Warren Street	249	266	515	57	359	59	438	402	91.	1	1	12		
Total Elementary	7,522	7,046	14,568	932	7,720	5,916	12,677	11,651	91.8	19	40	370		

	HIGH	435	1,099	High 1,099	1,043	981	94	.....	.....	.....	27	14
	Barringer High.....	337	899	899	865	814	94.2	.....	.....	.....	21	11
	South Side High.....										48	25
Total Senior High.....	1,226	772	1,998	1,998	1,908	1,795	94.1	.....	.....	.....	6	2
	120	97	217	141	76	168	94.	.....	.....	.....	6	2
Robert Treat Junior.....												
Total Junior High.....	120	97	217	141	76	168	94.	.....	.....	.....	6	2
SUMMARY				High								
Senior High.....	1,226	772	1,998	1,998	1,908	1,795	94.1	.....	.....	.....	48	25
Junior High.....	120	97	217	141	76	168	94.	.....	.....	.....	6	2
Elementary.....	7,522	7,046	14,568	Primary 7,720	5,916	11,651	91.8	19	177	174	40	370
Total.....	8,868	7,915	16,783	Primary 7,720 High 2,139	5,992	13,614	92.	19	177	174	*95	397

* Includes 1 supervisor.

TABLE SHOWING THE ENROLLMENT, ATTENDANCE, NUMBER OF CLASSES, TEACHERS, ETC.
SUMMER SCHOOLS—1925

SCHOOL	Enrollment					Average enrollment	Average attendance	Per cent of attendance	Number of Classes			Teachers		
	Boys	Girls	Total	Kindergarten	Primary				Grammar	Kindergarten	Primary—Promotion	Grammar—Promotion	Men	Women
ELEMENTARY														
Alexander Street.....	213	183	396	83	184	212	353	327	92.6	1	5	7	1	12
Ann Street.....	500	462	962	34	343	332	878	814	92.3	1	14	9	3	24
Avon Avenue.....	395	351	746	.....	326	369	651	615	94.4	1	9	12	3	21
Bergen Street.....	312	239	551	.....	226	325	474	441	93.2	.....	8	9	2	14
Burnet Street.....	281	326	607	63	338	206	522	479	91.1	.....	11	5	.....	17
Camden Street.....	346	296	642	100	408	134	588	530	89.7	.....	1	6	1	19
Central Avenue.....	279	259	538	70	237	231	510	476	92.8	.....	1	7	.....	16
Charlton Street.....	282	297	579	51	218	310	488	460	94.2	.....	1	8	1	16
Eighteenth Avenue.....	308	286	594	33	303	258	482	454	94.1	.....	1	7	1	15
Elliot Street.....	257	178	435	26	229	180	384	358	93.5	.....	1	9	2	11
Fifteenth Avenue.....	315	256	571	30	298	243	511	469	91.7	.....	11	7	2	14
Fourteenth Avenue.....	415	333	748	88	423	237	653	609	92.7	.....	1	12	4	25
Franklin.....	500	474	974	125	503	346	826	753	90.6	.....	1	12	4	22
Hawkins Street.....	133	142	275	30	141	104	243	226	92.3	.....	1	3	.....	9
Hawthorne Avenue.....	550	403	953	31	327	538	847	794	93.7	.....	11	17	4	27
Miller Street.....	222	230	452	.....	224	228	406	380	93.5	.....	5	7	2	11
Monmouth Street.....	220	216	436	.....	236	200	391	371	94.8	.....	6	7	2	12
Morton Street.....	336	283	619	26	337	256	536	485	90.3	.....	8	7	2	15
Oliver Street.....	330	390	720	59	416	248	598	541	90.3	.....	9	6	2	16
Robert Treat (Kdg.—6th grade).....	224	186	410	26	284	100	363	341	94.1	.....	7	3	.....	12
South Eighth Street.....	263	230	493	31	235	227	415	373	89.1	.....	6	6	1	13
South Seventeenth Street.....	338	316	654	.....	301	353	567	523	92.3	.....	5	9	2	15
Sussex Avenue.....	230	209	439	.....	225	214	348	313	89.9	.....	5	6	2	10
Warren Street.....	232	267	499	67	339	93	424	383	89.8	.....	8	2	1	12
Total Elementary.....	7,481	6,812	14,293	973	7,382	5,938	12,458	11,515	92.1	18	184	176	40	378

[illegible]

* Includes 1 supervisor.

EVENING SCHOOLS—1922-1923

TABLE SHOWING THE ENROLLMENT, ATTENDANCE, NUMBER OF CLASSES, TEACHERS, ETC.

NAME OF SCHOOL	Enrollment			Average enrollment	Average attendance	Per cent of attendance	Number of classes	Teachers	
	Boys	Girls	Total					Men	Women
ELEMENTARY									
English Department									
Central Avenue.....	208	84	292	145	127	87.9	4	5	1
Cleveland.....	213	77	290	198	183	91	5	1	4
East Side High.....	29	6	35	22	18	80.5	1	2	3
Franklin.....	114	72	186	103	78	74.9	4	2	3
Lafayette.....	235	67	302	190	159	83.6	5	3	4
Morton Street.....	161	142	303	189	152	80.8	5	1	5
Robert Treat.....	29	31	60	44	39	88.1	2	.....	3
South Tenth Street.....	46	18	64	47	43	91.7	3	.....	1
Total.....	1,035	497	1,532	938	799	84.8	29	15	26
Foreign Department									
Bergen Street.....	139	138	277	168	138	81.8	6	.....	7
Central Avenue.....	136	31	167	122	102	83.9	4	1	3
Cleveland.....	181	129	310	189	144	76.3	8	5	3
East Side High.....	65	20	85	49	41	84.7	2	.....	2
Franklin.....	251	54	305	183	157	86.2	8	2	6
Lafayette.....	441	23	464	199	147	73.5	8	2	6
Morton Street.....	309	259	568	328	259	78.9	10	1	9
Robert Treat.....	123	57	180	135	114	84.6	5	2	3
South Tenth Street.....	172	107	279	164	138	84.2	6	.....	6
Total.....	1,817	818	2,635	1,537	1,240	80.7	57	13	45

HIGH SCHOOLS										
Bergen Street.....	283	585	868	375	282	75.	.....	11	11	11
Central High.....	837	1,094	1,931	1,032	858	83.2	.....	31	17	17
East Side High.....	460	526	986	565	470	83.1	.....	17	17	17
Franklin.....	283	320	603	295	245	82.9	.....	9	5	5
Morton Street.....	249	369	618	320	250	78.3	.....	12	8	8
Robert Treat.....	398	373	771	365	320	87.7	.....	15	5	9
Total.....	2,510	3,267	5,777	2,952	2,425	82.1	.....	95	58	58
VOCATIONAL										
Boys' Vocational.....	295	.....	295	165	152	92.2	.....	12	.....	.....
Fawcett.....	1,080	692	1,772	1,022	907	91.	.....	28	12	12
Total.....	1,375	692	2,067	1,187	1,059	91.1	.....	40	12	12
DEAF										
School for Deaf.....	10	5	15	11	10	93.4	.....	.....	2	2
AMERICANIZATION CLASS										
Charlton Street.....	8	66	74	22	19	86.5	2	.....	2	2
SUMMARY										
Elementary—English.....	1,035	497	1,532	938	799	84.8	29	15	26	26
Elementary—Foreign.....	1,817	818	2,635	1,537	1,240	80.7	57	13	45	45
Total Elementary.....	2,852	1,315	4,167	2,475	2,039	82.8	86	28	71	71
High Schools.....	2,510	3,267	5,777	2,952	2,425	82.1	.....	95	58	58
Vocational.....	1,375	692	2,067	1,187	1,059	91.1	.....	40	12	12
Deaf.....	10	5	15	11	10	93.4	.....	.....	2	2
Americanization.....	8	66	74	22	19	86.5	2	.....	2	2
Grand Total.....	6,755	5,345	12,100	6,647	5,552	84.	88	*166	*147	*147

* Includes 3 men and 2 women supervisors.

EVENING SCHOOLS—1923-1924

TABLE SHOWING THE ENROLLMENT, ATTENDANCE, NUMBER OF CLASSES, TEACHERS, ETC.

NAME OF SCHOOL	Enrollment			Average enrollment	Average attendance	Per cent of attendance	Number of classes	Teachers	
	Boys	Girls	Total					Men	Women
ELEMENTARY									
English Department									
Central Avenue.....	242	70	312	103	91	88	2	3	1
Cleveland.....	166	57	223	130	115	88.2	4	4	2
East Side High.....	24	9	33	22	19	85.1	1	1	1
Franklin.....	134	39	173	110	91	82.8	3	1	2
Lafayette Street.....	205	30	235	156	140	89.4	4	2	3
Morton Street.....	133	137	270	170	136	79.6	4	1	3
Robert Treat.....	23	14	37	25	23	89	1	1	1
South Tenth Street.....	18	8	26	21	19	92.6	1	1	1
Total.....	945	364	1,309	737	634	85.8	20	12	11
Foreign Department									
Bergen Street.....	342	249	591	327	265	81.1	10	1	10
Central Avenue.....	135	48	183	132	118	89.4	5	1	4
Cleveland.....	282	157	439	248	187	75.5	10	5	6
East Side High.....	133	31	164	83	69	82.3	3	1	2
Franklin.....	330	47	377	216	178	82.2	8	3	5
Lafayette Street.....	580	30	610	260	197	75.8	10	3	9
Morton Street.....	292	139	431	261	213	81.1	10	3	8
Robert Treat.....	123	77	200	165	143	86.7	6	2	4
South Tenth Street.....	292	119	411	218	178	81.9	8	1	8
Total.....	2,509	897	3,406	1,910	1,548	80.9	70	18	56

HIGH SCHOOLS									
Bergen Street.....	251	536	787	388	302	77.7	.....	8	10
Central High.....	840	1,072	1,912	1,026	861	84.	.....	30	20
East Side High.....	436	528	964	579	469	80.9	.....	16	11
Franklin.....	289	353	642	307	245	79.7	.....	9	6
Morton Street.....	266	211	477	244	183	74.9	.....	9	3
Robert Treat.....	457	422	879	398	360	90.5	.....	14	7
Total.....	2,539	3,122	5,661	2,942	2,420	82.2	.....	86	57
VOCATIONAL									
Boys' Vocational.....	879	764	879	352	325	92.2	.....	26	.....
Fawcett.....	1,134	764	1,898	1,119	1,008	91.9	.....	30	11
Total.....	2,013	764	2,777	1,471	1,333	91.8	.....	56	11
DEAF									
School for Deaf.....	18	24	42	20	18	89.5	.....	.....	4
AMERICANIZATION CLASSES									
Charlton Street.....	2	31	33	21	18	88.5	1	.....	1
Montgomery Street.....	226	178	404	159	132	83.	6	2	4
Total.....	228	209	437	180	150	83.6	7	2	5
SUMMARY									
Elementary—English.....	945	364	1,309	737	634	85.8	20	12	14
Elementary—Foreign.....	2,509	897	3,406	1,910	1,548	80.9	70	18	56
Total Elementary.....	3,454	1,261	4,715	2,647	2,182	83.3	90	30	70
High Schools.....	2,539	3,122	5,661	2,942	2,420	82.2	.....	86	57
Vocational.....	2,013	764	2,777	1,471	1,333	91.8	.....	56	11
Deaf.....	18	24	42	20	18	89.5	.....	.....	4
Americanization.....	228	209	437	180	150	83.6	7	2	5
Grand Total.....	8,252	5,380	13,632	7,260	6,103	84.2	97	*177	*149

* Includes 3 men and 2 women supervisors

EVENING SCHOOLS—1924-1925

TABLE SHOWING THE ENROLLMENT, ATTENDANCE, NUMBER OF CLASSES, TEACHERS, ETC.

NAME OF SCHOOL	Enrollment			Average enrollment	Average attendance	Per cent of attendance	Number of classes	Teachers	
	Boys	Girls	Total					Men	Women
ELEMENTARY									
English Department									
Abington Avenue.....	133	57	190	89	70	79.3	3	3	2
Central Avenue.....	264	89	353	116	104	88.9	3	4	2
Cleveland.....	174	67	241	130	116	88.9	4	4	2
East Side High.....	20	4	24	16	12	80.3	1	1	2
Franklin.....	96	47	143	109	89	82.3	3	1	3
Lafayette Street.....	138	47	185	156	138	88.6	4	3	3
Morton Street.....	125	116	241	153	136	88.7	4	2	3
Robert Treat.....	41	31	72	59	53	89.8	2	1	2
South Tenth Street.....	16	6	22	17	15	87.	5	1	4
Total.....	1,007	464	1,471	845	733	87.1	29	19	23
Foreign Department									
Abington Avenue.....	64	6	70	40	33	83.1	2	.....	2
Bergen Street.....	212	165	377	219	172	78.8	9	.....	9
Central Avenue.....	143	33	176	119	104	87.5	4	1	3
Cleveland.....	208	103	311	189	136	71.9	9	4	6
East Side High.....	107	24	131	79	63	79.8	3	1	2
Franklin.....	206	26	232	143	117	81.5	6	2	4
Lafayette Street.....	382	21	403	214	162	75.7	7	3	5
Morton Street.....	138	74	212	136	107	78.6	8	1	7
Robert Treat.....	94	35	129	104	86	82.7	4	1	3
South Tenth Street.....	160	65	225	135	107	79.1	3	.....	3
Total.....	1,714	552	2,266	1,378	1,087	78.8	55	13	44

HIGH SCHOOLS									
Bergen Street.....	259	529	788	421	335	79.5	.....	9	13
Central High.....	781	956	1,737	952	734	79.3	.....	29	17
East Side High.....	402	556	958	566	453	79.9	.....	17	12
Franklin.....	178	338	516	264	208	78.7	.....	18	6
Morton Street.....	219	224	443	221	189	85.1	.....	10	2
Robert Treat.....	438	422	860	402	367	91.3	.....	15	6
Total.....	2,277	3,025	5,302	2,826	2,306	81.5	.....	88	56
VOCATIONAL									
Boys' Vocational.....	976	.....	976	395	368	93.2	.....	*22	*1
Fawcett.....	959	822	1,781	1,136	1,028	91.8	.....	28	11
Total.....	1,935	822	2,757	1,531	1,396	91.9	.....	28	11
DEAF									
School for Deaf.....	5	14	19	14	10	70.	.....	.....	3
AMERICANIZATION CLASSES									
Charlton Street.....	5	29	34	24	21	87.4	.....	.....	1
Montgomery.....	258	135	393	197	170	86.6	.....	1	6
Total.....	263	164	427	221	191	86.7	.....	1	7
SUMMARY									
Elementary—English.....	1,007	464	1,471	845	733	87.1	29	19	23
Elementary—Foreign.....	1,714	552	2,266	1,378	1,087	78.8	55	13	44
Total Elementary.....	2,721	1,016	3,737	2,223	1,820	81.7	84	32	67
High Schools.....	2,277	3,025	5,302	2,826	2,306	81.5	.....	88	56
Vocational.....	1,935	822	2,757	1,531	1,396	91.9	.....	28	11
Deaf.....	5	14	19	14	10	70.	.....	.....	3
Americanization.....	263	164	427	221	191	86.7	.....	1	7
Grand Total.....	7,201	5,041	12,242	6,815	5,723	84.2	.....	†152	†146

* School taken over by the county January 1, 1925—teachers not included in total.

† Includes 3 men and 2 women supervisors.

APPENDICES

I-A. SCHOOL SAVINGS BANKS

1922-1923 and 1923-1924

ELMER K. SEXTON

Assistant Superintendent of Schools

The first school savings bank in Newark was established in the East Side High School, March 1, 1915. After a trial in this school for nearly two years, seven additional banks were established during the year 1916-17, namely, Newton Street, Wilson Avenue, Washington Street, Lafayette Street, Abington Avenue, Cleveland, and Central High. After another year, a school savings bank was established in the Warren Street School. During the War all the schools sold thrift and war savings stamps and in this way encouraged thrift among the pupils. In September 1920, the Board of Education recommended that the sale of thrift and war savings stamps be discontinued, and that the establishment of school savings banks be encouraged. This made it optional with the principals whether or not banks be organized in connection with their schools. School banks were organized after the discontinuance of the sale of thrift and war saving stamps in the following schools: Camden Street, Chestnut Street, and Elliott Street.

No new banks were opened from that time until the beginning of the school year in September 1923, when the method of conducting savings banks in the schools was changed and the scope of the system very much enlarged.

This change was made in accordance with the resolution adopted by the Board of Education on May 29, 1923, providing:

That the American Banking Machine Corporation be and it hereby is authorized to place in all the school buildings of the City of Newark, without cost to the Board, its machines for depositing and receiving the savings of the school children, with the understanding that the moneys deposited in said machines shall be redeposited daily in such banks of the City of Newark as express a desire to receive said deposits.

Since September 1923, automatic banking machines have been placed in forty-one schools, with the following depository banks:

Security Savings Bank.....	28 schools
Dime Savings Institution.....	1 school
Ironbound Trust Company.....	1 school
Mutual Bank of Roseville.....	1 school
Clinton Trust Company.....	7 schools
Liberty Trust Company.....	3 schools

The schools were requested to select as a depository the bank which is most convenient for the pupils and parents of the community.

Sixteen schools have not as yet adopted the automatic banking machine, including the two that are now operating the old type bank, and the Boys' Continuation School in the South Market Street building which formerly banked with the Warren Street School.

Two of the larger schools, namely, Cleveland and Wilson Avenue, are continuing to operate school savings banks under the old method. In order to give practical training in banking methods to the pupils in the commercial course, East Side High is operating the old style bank in addition to having an automatic banking machine.

Seven of the old type banks have closed their accounts by paying over to the pupils the amounts on deposit in the school savings bank. In some cases this money was used to purchase stamps from the automatic tellers and so went back into the savings fund again. The money transferred to the school account is to be used to pay off depositors which could not be found at the time the books were closed. (Reports of the receipts and withdrawals, and of the number of accounts are found on pages 216-218.)

The following table shows the total enrollment of each of the schools having school savings banks (old style and automatic combined), the total amount of money deposited by each school, and the average amount deposited per pupil:

School	Total Enrollment	Total Amount Deposited	Average Deposit Per Pupil
Barringer High	1,934	\$1,636.61	\$.85
Central High	2,507	3,975.71	1.59
*East Side High.....	1,317	1,829.20	1.39
South Side High.....	1,798	896.33	.50
Total High	7,556	\$8,336.85	\$1.10
*Abington Avenue	2,054	\$2,145.36	\$1.04
Avon Avenue	1,704	516.18	.30
Bergen Street	1,822	2,760.07	1.52
Burnet Street	1,697	1,974.58	1.16
Camden Street	1,373	2,338.94	1.70
Central Avenue	1,757	1,189.27	.68
Chestnut Street	839	1,104.84	1.32
*Cleveland	2,602	2,742.30	1.05
Elliott Street	1,183	1,886.06	1.59
Fourteenth Avenue	1,385	1,381.49	1.00
Franklin	2,255	2,038.25	.90
Garfield	1,513	914.64	.60
Hawthorne Avenue	1,890	2,700.36	1.43
*Lafayette Street	2,628	3,848.00	1.46
Madison	2,015	2,031.47	1.01
McKinley	2,806	1,628.04	.58
Miller Street	1,849	2,704.94	1.46
Monmouth Street	1,027	864.52	.84
Montgomery Street	1,007	962.03	.96
*Newton Street	2,059	3,542.61	1.72

SCHOOL SAVINGS BANKS

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School	Total Enrollment	Total Amount Deposited	Average Deposit Per Pupil
Peshine Avenue	1,809	1,652.08	.91
Ridge Street	770	2,540.53	3.30
Robert Treat	2,851	4,016.40	1.41
South Street	1,083	1,791.35	1.65
South Eighth Street.....	1,483	1,341.43	.90
South Seventeenth Street.....	1,650	1,910.97	1.16
South Tenth Street.....	1,065	1,137.13	.90
Summer Avenue	995	1,580.37	1.59
Summer Place	416	616.57	1.48
Sussex Avenue	1,071	814.59	.76
*Warren Street and	1,078	1,845.20	.57
Boys' Continuation	2,160		
*Washington Street	879	777.26	.88
Waverly Avenue	886	874.08	.99
Webster Street	1,581	1,685.36	1.06
*Wilson Avenue	2,217	11,709.81	5.28
Boys' Vocational	560	563.96	1.01
Girls' Vocational	380	836.75	2.20
Girls' Continuation	1,977	114.89	.58
Total elementary	60,707	\$75,537.45	\$1.24
Grand Total	68,263	\$83,874.30	\$1.23

* Including deposits made while the school was operating the old style bank. Cleveland and Wilson Avenue are continuing to operate that style exclusively, while East Side High operates both types.

Of the high schools Central High has the highest average deposit per pupil, \$1.59, while South Side High has but \$.50. In the elementary schools Wilson Avenue, which is operating the old type bank, has an average deposit of \$5.28 per pupil, with Ridge Street \$3.30, and the Girls' Vocational \$2.20, as second and third, while the average for the city is \$1.23 per pupil.

From the tables appended (pages 216-220) it will be observed that \$64,376.39 was deposited in the automatic machines during the year and \$19,497.91 in the old type banks, making a grand total of \$83,874.30, and representing forty-three schools. A comparison with the year ending July 1, 1923, shows that \$33,899.96 was deposited in the old type banks in eleven schools, making a gain of approximately \$50,000 in deposits for the year ending July 1, 1924.

The number of depositors this year appears to be fewer with the machine banks than under the old type banks. This difference is apparent, but not real, as under the old type banks the number of depositors includes every pupil who has deposited one cent or more, while the number of depositors in the automatic banks includes only those who have deposited a dollar or more and who have taken their cards representing this deposit to the banks and have received an individual pass book.

It will be observed that some of the schools are apparently not actively encouraging the habit of thrift in the pupils. The fact that some of the machines were installed later than others should be

taken into account in making comparisons. There does not seem to be much difference between schools in the poorer localities and those in the better localities.

During the year the Automatic Machine Company sent a representative who spoke in the various schools to the children on thrift as an educational activity. These talks appear to have had very good results. It is necessary, in addition, however, for the principals and teachers to bring to the attention of the pupils frequently, the school savings bank as a practical application of the principle of thrift.

Although this extension of the opportunity for thrift is gratifying, still there are a number of large schools in which the theoretical side of thrift education is ineffective because it is not supplemented by a practical expression such as is given through the operation of a school savings bank.

(For additional statistics of School Savings Banks see pages 210-221).

I-B. SCHOOL SAVINGS BANKS

1924-1925

JAMES E. DOUGAN

Assistant Superintendent of Schools

On January 1, 1925, the duties pertaining to the supervision of school savings banks were transferred to me from Assistant Superintendent Sexton. In accordance with this change I am submitting the annual report for the year ending July 1, 1925.

The old method of conducting school savings banks has been gradually superseded by the automatic teller method and this is the last year that any of the schools will operate their banks under the old method. For the year ending July 1, 1924, four schools used the old method of banking. At the end of that year two of these schools changed to the automatic system, leaving only two schools, Cleveland Junior High and Wilson Avenue, operating under the old method in 1925. These two schools will adopt the automatic system for the coming year.

SCHOOL SAVINGS BANKS

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The following table shows the total enrollment of each of the schools having banks, the amount of money deposited by each school, and the average amount per pupil:

School	Total Enrollment	Total Amount Deposited	Average Deposit Per Pupil 1925	Average Deposit Per Pupil 1924
Barringer High	1,915	\$3,686.10	\$1.92	\$.85
Central High	2,493	7,761.96	3.11	1.59
East Side High	1,338	1,559.95	1.16	1.39
South Side High	1,997	424.47	.21	.50
Total High	7,743	\$13,432.48	\$1.73	\$1.10
Abington Avenue	2,046	\$2,674.88	\$1.31	\$1.04
Ann Street	2,253	1,037.48	.46	.....
Avon Avenue	1,653	760.86	.46	.30
Bergen Street	1,639	1,393.91	.84	1.52
Burnet Street	1,857	3,816.42	2.06	1.16
Camden Street	1,241	4,284.85	3.45	1.70
Chestnut Street	870	1,809.20	2.08	1.32
Central Avenue	1,384	250.00	.18	.68
Elizabeth Avenue	320	414.83	1.30	.....
Elliott Street	1,108	2,691.20	2.43	1.59
*Cleveland	2,336	1,149.91	.49	1.05
Fourteenth Avenue	1,330	1,482.99	1.12	1.00
Franklin	2,137	4,374.80	2.05	.90
Garfield	1,573	550.36	.35	.60
Hawthorne Avenue	2,464	1,260.77	.51	1.43
Lafayette Street	2,534	1,480.78	.58	1.46
Madison	2,026	1,134.25	.56	1.01
McKinley	2,639	3,119.05	1.18	.58
Miller Street	1,915	6,163.95	3.22	1.46
Monmouth Street	989	2,717.83	2.75	.84
Montgomery Street	890	1,159.16	1.30	.96
Newton Street	2,198	3,973.35	1.81	1.72
Morton Street	1,852	7,572.85	4.09	.....
Peshine Avenue	1,947	481.57	.25	.91
Ridge Street	739	4,769.62	6.45	3.30
Robert Treat	2,807	2,362.03	.84	1.41
South Street	1,097	3,172.70	2.89	1.65
South 8th Street	1,383	751.50	.54	.90
South 17th Street	1,782	2,935.23	1.65	1.16
South 10th Street	1,055	1,184.48	1.12	.90
Summer Avenue	1,018	1,753.89	1.72	1.59
Summer Place	424	644.91	1.52	1.48
Sussex Avenue	1,099	500.00	.45	.76
Warren Street	1,290	3,589.41	2.78	.57
Washington Street	838	521.78	.63	.88
Waverly Avenue	819	1,533.33	1.87	.99
Webster Street	1,724	3,007.00	1.74	1.06
*Wilson Avenue	2,298	12,216.74	5.32	5.28
Boys' Vocational	620	1,641.71	2.64	1.01
Girls' Vocational	334	2,072.71	6.20	2.20
Girls' Continuation	1,861	718.68	.39	.58
Boys' Continuation	2,020	108.85	.05	.....
Total Elementary	64,409	\$99,239.82	\$1.54	\$1.24
Grand Total	72,152	\$112,672.30	\$1.56	\$1.23
*Old style bank.				

Since the first school savings bank was opened in Newark at the East Side High School on March 1, 1915, a grand total of \$346,056.64 have been credited to the pupils' accounts. This sum represents the amounts deposited in the school banks, amounts deposited by pupils after the individual account has been opened, and the interest credited. During the same period \$103,278.48 have been withdrawn from the account. The total number of pupils who have opened accounts is 28,557. This number does not represent all the pupils who have participated in savings through the school bank but only those who have opened accounts in the depository banks.

There is no way to tell how many pupils would have opened bank accounts of their own initiative but it is safe to say that a very large proportion of them would not if the matter of savings had not been stressed in the schools.

Of the high schools Central High has the highest average deposit per pupil, \$3.11, while South Side High has an average deposit of only \$.21.

In the elementary schools Ridge Street has an average deposit of \$6.45, Wilson Avenue \$5.32, and Morton Street \$4.09. The three schools having the smallest average deposits are Central Avenue \$.18, Peshine Avenue \$.25 and Garfield \$.35. The difference between the average amounts deposited is so great that reasons aside from the economic conditions in the schools must be the cause. Apparently the difference is in proportion to the amount of stress laid upon the subject of thrift. The fact that some of the machines were installed at a later date than others cannot be given as a reason for small deposits as all of the schools concerned had the banks in operation the full year.

The Security Savings Bank employed an expert on thrift as an educational subject, who visited all the schools served by this bank and spoke to the children. These talks had a stimulating effect and show in the increased deposits. However, the subject is one that should be constantly kept in the minds of the pupils so that saving becomes habitual.

The original thought in organizing a system of savings in the schools, was to have the deposits cared for by a neighborhood bank. Some difficulty was found in carrying out this thought as the expense of installation and collection was so large that many of the banks refused to cooperate. Of the six banks that agreed to carry the accounts, two of them discontinued the service and three of them are not inclined to extend it. On the other hand the Security Savings Bank has been very cooperative and has increased the service whenever possible.

There has been some difficulty in getting the banks to keep records in such detail as is required for the purpose of learning how effective the present method of saving will be. The Clinton Trust Company, the Liberty Trust Company, and the Mutual Bank of Roseville have

not kept detailed records as agreed, so that definite and complete reports from these banks cannot be made. The Security Savings Bank, the Dime Savings Bank, and the Ironbound Trust Company, have made their reports fully and promptly.

As in former years there has been some trouble caused by the theft of the deposits before they have been collected. Three schools have been entered during the year and the contents have been removed from the tellers. The thefts were referred to the Attendance Department and the cases were cleared up. So that the temptation to break open these tellers will be at the minimum, banks have been directed to collect deposits at the end of the day. These directions have not been followed at all times but conditions are improving and very little money is left in the school banks over night.

(For additional statistics of School Savings Banks see pages 210-221).

STATISTICS OF SCHOOL SAVINGS BANKS
TABLE I (1923)—SUMMARY BY SCHOOLS OF SCHOOL SAVINGS BANK REPORTS

SCHOOL	Amount to credit of school bank July 1, 1922	Total deposits during school year	Interest credited during year to school savings bank (Not including July 1, 1923)	Total Credits	Amount transferred from school to pupils' savings bank accounts during year	Amount withdrawn by pupils during year	Transferred to school account	Total debits	Amount to credit of school bank July 1, 1923
East Side High.....	\$1,030.47	\$1,407.55	\$95.98	\$2,534.00	\$86.49	\$917.91	.....	\$1,004.40	\$1,529.60
Abington Avenue.....	346.06	2,453.04	10.58	2,809.68	2,280.21	147.83	.....	2,438.04	381.64
Camden Street.....	423.73	820.07	17.32	1,261.12	182.86	412.46	.....	595.32	665.80
Chestnut Street.....	52.22	1,725.82	1.85	1,779.89	1,612.05	81.25	.....	1,694.30	86.59
Cleveland.....	318.63	3,280.02	.....	3,280.02	3,019.00	175.07	.....	3,224.07	374.58
Elliott Street.....	589.71	2,050.96	22.02	2,662.69	1,915.02	252.03	.....	2,203.05	459.64
Lafayette Street.....	1,693.13	4,714.16	65.89	6,473.18	1,607.00	2,226.77	\$65.89	3,899.66	2,573.52
Newton Street.....	1,125.14	3,863.04	94.99	5,083.17	2,103.20	1,389.81	5.70	3,498.71	1,584.46
Warren Street.....	417.23	1,563.15	17.38	1,997.76	1,376.43	248.19	18.86	1,643.48	354.28
Washington Street.....	400.25	1,879.55	17.76	2,297.56	1,405.55	482.60	.....	1,888.15	409.41
Wilson Avenue.....	397.96	10,142.60	16.78	10,557.34	9,701.59	189.03	.....	9,890.62	666.72
Total Elementary.....	\$5,764.06	\$32,492.41	\$264.57	\$38,521.04	\$25,363.90	\$5,510.05	\$90.45	\$30,964.40	\$7,356.64
Grand Total.....	\$6,794.53	\$33,899.96	\$360.55	\$41,055.04	\$25,450.39	\$6,427.96	\$90.45	\$31,968.80	\$9,086.24

TABLE I (1924)—SUMMARY BY SCHOOLS OF OLD STYLE SCHOOL SAVINGS BANK REPORTS

SCHOOL	Amount to credit of school bank July 1, 1923	Total deposits during school year	Interest credited during year to school savings bank (Not including July 1, 1924)	Total Credits	Amount transferred from school to pupils' accounts during year	Amount withdrawn by pupils	Transferred to school account	Total debits	Amount to credit of school savings bank July 1, 1924
East Side High.....	\$1,529.60	\$1,394.04	\$48.64	\$1,442.68	.....	\$1,651.37	.....	\$1,651.37	\$1,320.91
Abington Avenue.....	381.64	303.85	4.15	308.00	\$343.01	176.63	\$170.00	689.64	*
Canden Street.....	665.80	.....	11.00	11.00	.....	632.35	44.45	676.80	*
Chestnut Street.....	86.59	.....	2.64	2.64	.....	43.96	45.27	89.23	*
Cleveland.....	374.58	2,742.30	.....	2,742.30	2,358.00	206.64	.....	2,564.64	552.24
Elliott Street.....	459.64	.....	10.46	10.46	330.88	73.12	66.10	470.10	*
Lafayette Street.....	2,573.52	2,957.39	44.02	3,001.41	1,686.14	3,388.31	44.02	5,118.47	456.46
Newton Street.....	1,584.46	385.24	26.35	411.59	850.08	1,074.96	71.01	1,996.05	*
Warren Street.....	354.28	1.28	7.08	8.36	86.46	234.39	41.79	362.64	*
Washington Street.....	409.41	4.00	11.62	15.62	148.77	176.52	99.74	425.03	*
Wilson Avenue.....	666.72	11,709.81	22.83	11,732.64	11,519.23	237.68	.....	11,756.91	642.45
Total Elementary.....	\$7,556.64	\$18,103.87	\$140.15	\$18,244.02	\$17,322.57	\$6,244.56	\$582.38	\$24,149.51	\$1,651.15
Grand Total.....	\$9,086.24	\$19,497.91	\$188.79	\$19,686.70	\$17,322.57	\$7,895.93	\$582.38	\$25,800.88	\$2,972.06

* Accounts closed. The money due pupils not found was transferred to the school fund to be held to pay the pupils when they can be located.

TABLE I (1925)—SUMMARY BY SCHOOLS OF OLD STYLE SCHOOL SAVINGS BANK REPORTS

SCHOOL	Amount to credit of school bank July 1, 1924	Total deposits during school year	Interest credited during year to school savings bank (Not including July 1, 1925)	Total Credits	Amount transferred from school to pupils' accounts during year	Amount withdrawn by pupils	Transferred to school account	Total debits	Amount to credit of school savings bank July 1, 1925
East Side High.....	\$1,320.91	.....	.....	.....	\$162.34	\$798.36	\$360.21	\$1,320.91	.....
Cleveland.....	552.24	\$1,149.91	.....	\$1,149.91	1,231.00	150.03	.....	1,381.03	321.12
Lafayette Street.....	456.46	.....	.....	.....	456.46	.....	.....	456.46	.....
Wilson Avenue.....	642.45	12,216.74	\$23.38	12,240.12	12,002.00	269.00	.....	12,271.00	611.57
Total Elementary.....	\$1,651.15	\$13,366.65	\$23.38	\$13,390.03	\$13,689.46	\$419.03	.....	\$14,108.49	\$932.69
Grand Total.....	\$2,972.06	\$13,366.65	\$23.38	\$13,390.03	\$13,851.80	\$1,217.39	\$360.21	\$15,429.40	\$932.69

TABLE II (1923)—NUMBER OF DEPOSITORS IN SCHOOL SAVINGS BANKS

SCHOOL	No. of depositors July 1, 1922	No. of new depositors during year	Total number of depositors during year	No. of depositors who have withdrawn all deposits	No. who have not deposited or withdrawn during year	No. of depositors July 1, 1923	Total number of depositors to July 1, 1922	No. of new depositors during year	Total number of depositors to July 1, 1923	No. of depositors who have withdrawn all deposits to July 1, 1922	No. who have withdrawn all deposits during year	No. who have not deposited or withdrawn during year	Total number who have withdrawn all or whose accounts are inactive	No. of depositors July 1, 1923
East Side High.....	151	172	323	80	-----	243	717	172	889	566	80	-----	646	243
Abington Avenue.....	313	74	387	47	125	215	938	74	1,012	625	47	125	797	215
Camden Street.....	180	103	283	62	40	181	769	103	872	589	62	40	691	181
Chestnut Street.....	825	346	1,171	72	570	274	307	346	653	307	72	570	1,258	416
Cleveland.....	291	1,116	1,407	130	-----	416	1,383	291	1,674	588	164	76	1,258	196
Elliott Street.....	350	86	436	164	76	196	938	86	1,024	3,312	440	123	3,773	1,515
Lafayette Street.....	1,488	590	2,078	240	123	1,515	4,700	590	5,290	1,363	245	14	2,242	563
Newton Street.....	441	381	822	445	14	563	2,424	381	2,805	1,310	245	70	1,493	293
Warren Street.....	359	117	476	104	79	293	1,669	117	1,786	1,081	230	70	1,351	242
Washington Street.....	303	239	542	230	70	242	1,354	239	1,593	1,522	240	91	1,853	729
Wilson Avenue.....	616	444	1,060	240	91	729	2,138	444	2,582	1,522	240	91	1,853	729
Total Elementary.....	4,875	2,671	7,546	1,734	1,188	4,624	16,617	2,671	19,288	11,742	1,734	1,188	14,664	4,624
Grand Total.....	5,026	2,843	7,869	1,814	1,188	4,867	17,334	2,843	20,177	12,308	1,814	1,188	15,310	4,867

TABLE II (1924)—NUMBER OF DEPOSITORS IN SCHOOL SAVINGS BANKS

SCHOOL	No. of depositors July 1, 1923	No. of new depositors during year	Total number of depositors during year	No. of depositors who have withdrawn all deposits	No. who have not deposited or withdrawn during year	No. of depositors July 1, 1924	Total number of depositors to July 1, 1923	No. of new depositors during year	Total number of depositors to July 1, 1924	No. of depositors who have withdrawn all deposits to July 1, 1923	No. who have withdrawn all deposits during year	No. who have not deposited or withdrawn during year	Total number who have withdrawn all or whose accounts are inactive	No. of depositors July 1, 1924
East Side High.....	243	77	320	134	.....	188	988	889	77	966	646	134	780	186
Abington Avenue.....	215	22	237	181	56	.....	1,012	1,012	22	1,034	797	181	1,034	.....
Camden Street.....	181	.....	181	150	31	.....	872	872	.....	872	691	150	872	.....
Chesnut Street.....	274	.....	274	85	189	.....	653	653	.....	653	379	85	653	489
Cleveland.....	416	289	705	151	65	489	1,674	1,674	289	1,963	1,258	151	1,474	.....
Elliot Street.....	196	.....	196	163	33	.....	1,021	1,021	.....	1,021	825	163	1,021	259
Lafayette Street.....	1,515	74	1,589	1,043	287	259	5,290	5,290	74	5,364	3,775	1,043	5,105	.....
Newton Street.....	563	5	568	568	.....	.....	2,805	2,805	5	2,810	2,242	568	2,810	.....
Warren Street.....	293	.....	293	151	142	.....	1,786	1,786	.....	1,786	1,493	151	1,786	.....
Washington Street.....	342	.....	342	242	.....	.....	1,593	1,593	.....	1,593	1,351	242	1,593	.....
Wilson Avenue.....	729	393	1,122	286	10	836	2,582	2,582	393	2,975	1,853	286	2,149	836
Total Elementary.....	4,624	783	5,407	3,020	813	1,574	19,288	19,288	783	20,071	14,664	3,020	18,497	1,574
Grand Total.....	4,867	860	5,727	3,154	813	1,760	20,177	20,177	860	21,037	15,310	3,154	19,277	1,760

TABLE II (1925)—NUMBER OF DEPOSITORS IN SCHOOL SAVINGS BANKS

SCHOOL	No. of depositors July 1, 1924	No. of new depositors during year	Total number of depositors during year	No. of depositors who have withdrawn all deposits	No. who have not deposited or withdrawn during year	No. of depositors July 1, 1925	Total number of depositors to July 1, 1924	No. of new depositors during year	Total number of depositors to July 1, 1925	No. of depositors who have withdrawn all deposits to July 1, 1924	No. who have withdrawn all deposits during year	No. who have not deposited or withdrawn during year	Total number who have withdrawn all or whose accounts are inactive	No. of depositors July 1, 1925
East Side High.....	186	.....	186	186	.....	.....	966	.....	966	780	186	.....	.....	.....
Cleveland Junior High.....	489	43	532	137	174	221	1,963	43	2,006	1,474	137	174	1,785	221
Lafayette Street.....	259	.....	259	259	.....	.....	5,364	.....	5,364	5,105	259	.....	.....	.....
Wilson Avenue.....	826	393	1,219	343	15	861	2,975	393	3,368	2,149	343	15	2,507	861
Discontinued Banks.....	.....	.....	.....	.....	.....	.....	9,769	.....	9,769	9,769	.....	.....	.....	.....
Total.....	1,760	436	2,196	925	189	1,082	21,037	436	21,473	19,277	925	189	4,292	1,082

TABLE III—SUMMARY OF RECEIPTS AND EXPENDITURES

Old Style Savings Banks
July 1, 1922—July 1, 1925

RECEIPTS

	1922-1923	1923-1924	1924-1925
Balance on hand in S. S. B.			
July 1	\$ 6,794.53	\$ 9,086.24	\$ 2,972.06
Amount deposited during year.....	33,899.96	19,497.91	13,366.65
Interest credited during year.....	360.55	188.79	23.38
Total	\$ 41,055.04	\$ 28,772.94	\$ 16,362.09

DISBURSEMENTS

Amount transferred to pupils' accounts in local savings banks during year	\$ 25,450.39	\$ 17,322.57	\$ 13,851.80
Amount withdrawn by pupils during year	6,427.96	7,895.93	1,217.39
Amount transferred to school account	90.45	582.38	360.21
Total	\$ 31,968.80	\$ 25,800.88	\$ 15,429.40
Amount on hand is held as follows:			
Bank balance	\$ 7,361.75	\$ 1,592.06	\$ 602.69
Liberty bonds	1,724.89	1,300.00	250.00
U. S. certificates.....		80.00	80.00
Total	\$ 9,086.24	\$ 2,972.06	\$ 932.69

NUMBER OF DEPOSITORS

Number of depositors July 1.....	5,026	4,867	1,760
Number of new depositors during year	2,843	860	436
Total	7,869	5,727	2,196
Number who have withdrawn all deposits during year.....	1,814	3,154	925
Number of inactive accounts.....	1,188	813	189
Total	3,002	3,967	1,114
Number of depositors at end of year	4,867	1,760	1,082

TABLE III—Continued

	CUMULATIVE REPORT		
<i>Receipts:</i>	1922-1923	1923-1924	1924-1925
Total amount deposited in S. S. B. to July 1, 1922.....	\$111,919.94		
Amount deposited during year 1922-23	33,899.96		
Total amount deposited to July 1, 1923		\$145,819.90	
Amount deposited during year 1923-24		19,497.91	
Total amount deposited to July 1, 1924			\$165,317.81
Amount deposited during year 1924-25			13,366.65
Total amount deposited to July 1, 1925			178,684.46
<i>Interest credited:</i>			
To S. S. B. to July 1, 1922.....	948.87		
During year 1922-23.....	360.55		
To July 1, 1923.....		1,309.42	
During year 1923-24.....		188.79	
To July 1, 1924.....			1,498.21
During year 1924-25.....			23.38
To July 1, 1925.....			1,521.59
Total deposits and interest.....	\$147,129.32	\$166,816.02	\$180,206.05
<i>Disbursements:</i>			
Amount transferred to pupils' accounts:			
To July 1, 1922.....	\$ 71,477.68		
During year 1922-23.....	25,450.39		
To July 1, 1923.....		\$ 96,928.07	
During year 1923-24.....		17,322.57	
To July 1, 1924.....			\$114,250.64
During year 1924-25.....			13,851.80
To July 1, 1925.....			128,102.44
Amount withdrawn by pupils from S. S. B.:			
To July 1, 1922.....	34,386.56		
During year 1922-23.....	6,427.96		
To July 1, 1923.....		40,814.52	
During year 1923-24.....		7,895.93	
To July 1, 1924.....			48,710.45
During year 1924-25.....			1,217.39
To July 1, 1925.....			49,927.84
Amount transferred to school account:			
To July 1, 1922.....	210.04		
During year 1922-23.....	90.45		
To July 1, 1923.....		300.49	
During year 1923-24.....		582.38	
To July 1, 1924.....			882.87
During year 1924-25.....			360.21
To July 1, 1925.....			1,243.08
Total disbursements	\$138,043.08	\$163,843.96	\$179,273.36
Balance on hand at end of year...	9,086.24	2,972.06	932.69

TABLE III—Continued

	1922-1923	1923-1924	1924-1925
<i>Number of depositors:</i>			
Total to July 1, 1922.....	17,334		
New depositors during year 1922-23	2,843		
Total to July 1, 1923.....		20,177	
New depositors during year 1923-24		860	
Total to July 1, 1924.....			21,037
New depositors during year 1924-25			436
Total to July 1, 1925.....			21,473
Number who have withdrawn all deposits from S. S. B. to July 1, 1922	12,308		
Number who have withdrawn all deposits during year.....	1,814		
Number of inactive accounts.....	1,188		
Total to July 1, 1923.....		15,310	
Number who have withdrawn all deposits during year.....		3,154	
Number of inactive accounts.....		813	
Total to July 1, 1924.....			19,277
Number who have withdrawn during year			925
Number of inactive accounts.....			189
Total to July 1, 1925.....			20,391
Number of depositors at end of year	4,867	1,760	1,082

TABLE IV (1924)—SUMMARY OF SCHOOL SAVINGS BANKS HAVING AUTOMATIC TELLERS

SCHOOLS	Balance July 1, 1923	Amount received during year	Interest			Amount withdrawn during year	Balance July 1, 1924			No. opened	No. closed	No., July 1924
			School	Pupils	Total		School	Pupils	Total			
High—												
Security.....	\$6,046.48	\$26.29	\$53.80	\$80.09	\$2,192.35	\$993.83	\$4,761.82	\$5,755.65	458	100	358
*Clinton.....	896.33	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Total High.....	\$6,942.81	\$26.29	\$53.80	\$80.09	\$2,192.35	\$993.83	\$4,761.82	\$5,755.65	458	100	358
Elementary—												
Security.....	\$37,732.40	\$287.61	\$222.80	\$510.41	\$5,792.99	\$13,325.12	\$19,455.49	\$32,780.61	2,850	470	2,380
Dime.....	4,016.40	.....	2.40	2.40	2,882.21	1,134.19	1,480.32	2,614.51	159	30	129
Ironbound.....	890.61	.....	.....	.....	81.87	538.92	269.82	808.74	122	14	108
Mutual.....	914.64	.....	.....	.....	557.32	357.32	1,325.78	1,683.10	88	34	54
*Clinton.....	10,534.24	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Liberty.....	3,345.29	.....	.....	.....	559.03	1,991.60	5,847.12	7,838.72	490	60	430
Total Elementary	\$57,433.58	\$287.61	\$225.20	\$515.96	\$9,873.42	\$17,347.15	\$28,378.53	\$45,725.68	3,709	608	3,101
Grand Total.....	\$64,376.39	\$313.90	\$279.00	\$596.05	\$12,065.77	\$18,340.98	\$33,140.35	\$51,481.33	4,167	708	3,459

* Detailed information not given.

TABLE IV (1925)—SUMMARY OF SCHOOL SAVINGS BANKS WITH AUTOMATIC TELLERS

BANKS	Balance July 1, 1924	Amount received during year	Interest credited during year	Amount withdrawn during year	Balance July 1, 1925	No. of accounts July 1, 1924	Accounts opened during year	Accounts closed during year	No. of accounts July 1, 1925	No. of inactive accounts
Security.....	\$38,536.26	\$86,421.82	\$1,527.94	\$33,637.35	\$65,265.98	2,738	2,813	977	4,574	988
Clinton.....	*	6,989.16	*	3,070.78	*	*	*	*	*	*
Dine.....	2,614.51	2,362.03	*	2,494.15	2,482.39	129	75	58	146	28
Liberty.....	1,455.00	1,501.50	25.01	920.90	1,654.00	430	*	*	*	*
Ironbound.....	808.74	1,480.78	19.55	561.47	1,747.60	108	29	6	75	19
Mutual.....	1,683.10	550.36	*	600.22	553.30	54	*	*	*	*
Total.....	\$45,097.61	\$99,305.65	\$1,572.50	\$41,285.87	\$71,483.27	3,459	2,917	1,041	4,795	1,035

* No detailed information given.

TABLE V (1925)—CUMULATIVE REPORT OF SAVINGS WITH AUTOMATIC TELLERS

BANK	Amount received to July 1, 1924	Amount received during year	Interest credited to July 1, 1924	Interest credited during year	Total amount saved to date	Amount withdrawn to July 1, 1924	Amount withdrawn during year	Total amount withdrawn
Security.....	\$43,778.88	\$86,421.82	\$590.50	\$1,527.94	\$132,319.14	\$7,985.34	\$33,637.35	\$41,622.69
Clinton.....	11,430.57	6,989.16	.....	.....	18,419.73	.....	3,070.78	5,070.78
Dine.....	4,016.40	2,362.03	2.40	.....	6,380.83	2,882.21	2,494.15	5,376.36
Dine.....	3,345.29	1,501.50	3.15	25.01	4,874.95	559.03	920.90	1,479.93
Liberty.....	890.61	1,480.78	.....	19.55	2,390.94	81.87	561.47	643.34
Ironbound.....	914.64	550.36	.....	.....	1,465.00	557.32	600.22	1,157.54
Mutual.....	.....	.....	.....	.....	.....	.....	.....	.....
Total.....	\$64,376.39	\$99,305.65	\$596.05	\$1,572.50	\$165,850.59	\$12,065.77	\$41,284.87	\$53,350.64

BANK	Number of accounts to July 1, 1924	Number of accounts opened during year	Total number of accounts opened	Total number of accounts opened	Number of accounts closed to July 1, 1924	Number closed during year	Total number of accounts closed
Security.....	3,308	2,813	6,121	6,121	570	977	1,547
Clinton.....	159	75	234	234	30	58	88
Dine.....	490	29	519	490	60	60	60
Liberty.....	122	.....	151	151	14	6	20
Ironbound.....	88	.....	88	88	34	.....	34
Mutual.....	.....	.....	.....	.....	.....	.....	.....
Total.....	4,167	2,917	7,084	7,084	708	1,041	1,749

BANK	Amount received to July 1, 1924	Amount received during year	Interest credited to July 1, 1924	Interest credited during year	Total amount saved to date	Amount withdrawn to July 1, 1924	Amount withdrawn during year	Total amount withdrawn
All Schools.....	\$165,317.81	\$13,366.65	\$1,498.21	\$23.38	\$180,206.05	\$48,710.45	\$1,217.39	\$49,927.84
Grand Total.....	\$229,694.20	\$112,672.30	\$2,094.26	\$1,595.88	\$346,056.64	\$60,776.22	\$42,502.26	\$103,278.48

BANK	Number of accounts to July 1, 1924	Number of accounts opened during year	Total number of accounts opened	Number of accounts closed to July 1, 1924	Number closed during year	Total number of accounts closed
All Schools.....	21,037	436	21,473	19,277	1,114*	20,391
Grand Total.....	25,204	3,353	28,557	19,985	2,155*	22,140

* Including "dead" accounts.

II-A. TEXT BOOKS IN THE SCHOOLS

1922-1923 and 1923-1924

ELMER K. SEXTON

Assistant Superintendent of Schools

The following tables present a summary of the data exhibited in the tables appended to this report: (See pages 231-248.)

TABLE A—TEXT BOOKS IN THE SCHOOLS

	Number of Books			Percent		Books per pupil on average enrollment	
	1923	1924	Decrease	De-crease Books	In-crease Pupils	1923	1924
Day Elem.....	671,707	655,935	15,772	2.35	1.49	11.59	11.16
Day High.....	137,459	140,029	*2,570	*1.87	4.62	17.49	17.03
Junior College....	3,558		3,558	100.			
†Evening Elem....	13,746	12,420	1,326	9.64	19.68	5.29	4.36
†Evening High..	4,245	4,331	* 86	* .20	2.14	1.78	1.76
Total	830,715	812,715	18,000	2.17	2.09	11.47	10.94

*Increase.

†Evening schools frequently use the books of the day schools.

TABLE B—NUMBER OF BOOKS PER PUPIL ACCORDING TO SIZE AND GRADE OF SCHOOL

Grammar Schools

*Average Enrollment	Number of Schools	Books per Pupil		Range 1924
		1923	1924	
2000 and above.....	1	9.42	10.58	10.58
1500-2000	11	10.52	9.93	7.60 to 11.68
1000-1500	17	11.88	11.81	8.14 to 16.49
Below 1000	9	14.43	13.91	9.92 to 16.59

Primary Schools

Including 7th grade....	2	18.33	14.69	14.01 to 15.64
Including 6th grade....	5	11.16	11.56	9.13 to 16.03
Including 5th grade....	2	9.69	7.83	7.11 to 8.59
All other primary.....	6	10.35	9.46	6.93 to 16.41

*Not including kindergarten.

See *Table V*, appended, for a detailed report by schools.

Vising of Orders—During the year there were fewer cancelled items in the orders from the schools. This has been due to more care and cooperation on the part of principals and to the fact that the principals have known definitely their balances and have cut their own orders accordingly. There are in a few rare cases schools which have not a workable number of books.

There should in all cases be a sufficient number of books in any subject to allow principals to discard or rebind books when necessary.

The economy resulting from the viséing of the orders amounted to \$18,239.09 in 1922-1923, and to \$15,950.75 in 1923-1924. This does not tell the whole story. If, since 1914, the number of books had increased in the same proportion as the number of pupils, and if allowance for the increased cost of books is made, the cost of text books in 1923-1924 would have been \$139,421.52, whereas it was only \$79,761.76, a saving of \$59,659.76. The dead wood is disappearing from the shelves and is being put into use before being discarded. If this is done continually the schools will at all times have on hand a supply of the best books.

Circulating Library—The circulating library consists of 3,624 books (82 sets), 149 books more than last year.

The circulating library books were called for in 1923-1924 as follows:

Number of sets used.....	15	Volumes.....	603
Number of sets not used.....	67	Volumes.....	3,021

These books in the circulating library are not being used as much as they ought to be.

Although the number of sets in the depository has averaged in the neighborhood of eighty, less than half that number has been used in any one year. Since we count the same set more than once when it is used more than once, this leaves many more books on the shelves than are used each year.

The circulating list was made from sets in the schools not frequently used, and this accounts in part for the inactivity of the list. Many teachers do not know that it exists. This list might be enlarged and made more valuable by adding such titles as are now on the list but that have not proved to be popular, except in a few schools; and that new material be added first to the circulating list to be tried out, and added to the regular list after it has proved desirable in most of the schools.

Rebound Books—Books have been sent to be rebound as follows:

	1923	1924	Decrease
Books sent to be rebound and discarded	86,460	102,138	*15,678
Books rebound	38,013	27,232	10,781
Cost of rebinding.....	\$13,323.58	\$ 6,807.69	\$ 6,515.89
Cost of same books new (approx.).....	33,210.19	16,480.64	16,729.55

*Increase.

Although this year a much larger number of books were sent in by the schools to be rebound or discarded, yet a much smaller number were returned rebound. Last year 44% of the books sent in were actually rebound, but this year only 26.6% were rebound, a decrease of 17.4%.

This decrease in rebinding is due to the fact that the selection of books to be rebound in many schools is poorly done, and in some

cases principals are ignoring this means of economy in handling the books.

The Board has had its text books rebound for many years and apparently believes there is economy in so doing. Principals should therefore be requested to give the selection of books to be rebound more care and *all* should participate in this phase of school economy.

Transfers—During the years 1922-1923 and 1923-1924, 12,497 and 10,890 books, respectively, were transferred from the schools where they were not being used to other schools that wished to use them. This number included books transferred to and from the evening schools as well as the day schools. By this means many books have been put into better use, and the purchase of additional ones saved.

Books Lost and Found—The number of books lost (39,971) and the number of books found (9,230) in 1924 are both larger than for several years. The number of books destroyed on account of contagious diseases is 828, and the number of books lost and paid for by pupils is 2,684, making a net loss of 25,780. This loss is far in excess of what it is reasonable to expect, and is due to the large number lost in several schools. (See *Table II, 1924*, appended.)

A table has been prepared showing the net loss for each school for a period of five years, and the loss per pupil per annum for each school. (See *Table VI*, appended.)

Tables I, (1923 and 1924), appended, present summaries of the inventories by subjects.

Tables II, (1923 and 1924), appended, present summaries of the inventories by schools, together with the conditions of the appropriation at the end of the year. These tables also show the number of books per pupil, the number of books lost, the percent of books lost, and the number of books not in use during the year.

Tables III, (1923 and 1924), appended, present summaries of books used in the evening schools similar to *Table II* for the day schools.

Table IV, (1923 and 1924 combined), appended, shows the number of pupils taking the various high school subjects in the senior and junior high schools, the number of books used in these subjects, the percent of increase in books compared with the percent of increase in pupils, a comparison of the number of books per pupil for the two years, and the number of books lost in each subject.

Tables V, (1923 and 1924), appended, show the day elementary schools grouped according to the size of enrollment, exclusive of the kindergarten, and indicate the number of books per pupil for each school of each group, compared with the number of books per pupil the previous year. Several schools, due to changes in enrollment, have been transferred from one group to another in successive years.

Table VI, appended, shows the total net loss in books in each school for the last five years, and the average number of books lost

per pupil per year. Central High heads the list with 1.33, followed by East Side High, .85, and South Side High, .7. The number lost per pupil for all high schools (.85) is far in excess of the number lost in the elementary schools (.28). This should be true to a certain extent as the high school pupils have more books per pupil to lose. There is really no excuse for the high schools losing so many books. A little better system would eliminate most of this loss.

There are many schools in which the number of books lost and the number found are both large, making the net loss comparatively small, and schools in which there is a large loss one year and a large find the next. The "finding" of great numbers of books one year which were "lost" previously shows almost as great carelessness in keeping the accounts as losing the books permanently.

II-B. TEXT BOOKS IN THE SCHOOLS

1924-1925

JAMES E. DOUGAN

Assistant Superintendent of Schools

On January 1, 1925, the duties pertaining to the supervision of text books were transferred from Assistant Superintendent Sexton to me. Because of Mr. Sexton's long experience and successful handling of the problem, there has been no attempt to change the policies formerly in effect.

The following tables present a summary of the data exhibited in the tables appended to this report: (See pages 233, 238, 239, 242.)

TABLE A—TEXT BOOKS IN THE SCHOOLS

	Number of Books		Increase	Percent increase		Books per pupil (on average enrollment)	
	1924	1925		Books	Pupils	1924	1925
Day Elementary.....	655,935	655,289	*646	*.10	.72	11.16	11.42
Day High	140,029	140,200	171	.12	2.58	17.03	16.67
Evening Elem.	12,420	13,608	1,188	9.57	*13.66	4.36	5.54
Evening High.....	4,331	3,976	*355	*8.20	*1.30	1.76	1.63
Total	812,715	813,073	358	.05	*2.04	10.94	11.20

*Decrease.

The decrease in the number of pupils in all schools (2.04%) is caused by a falling off in the enrollment in the evening schools and by the transfer of the vocational schools to the Essex County Board.

TABLE B—PERCENT OF INCREASE (OR DECREASE) IN TEXT BOOKS FOR FIVE YEARS

	1921	1922	1923	1924	1925
Day Elementary	*.61	.63	*1.30	*2.35	*.10
Day High	7.08	12.48	5.00	1.87	.12
Junior College	14.61	13.09	.....	*100.00	.....
Evening Elementary	31.28	7.09	*.59	*9.64	9.57
Evening High	*.55	5.70	11.07	.20	*8.20
Total	*.23	2.52	*.23	*2.17	.05

*Decrease.

This table shows that there has been a consistent decrease in the number of books for day elementary schools during the past three consecutive years regardless of the fact that the enrollment of these schools has consistently increased during the same period. The situation as it now stands seems to indicate that the number of books now in use is at, or very near, the minimum requirement for efficient management.

TABLE C—NUMBER OF BOOKS PER PUPIL FOR PAST FOUR YEARS

	1922	1923	1924	1925
Day Elementary	*12.32	*11.59	*11.16	*11.42
Day High	18.15	17.49	17.03	16.63
Junior College	29.40	.....	.....	.....
†Evening Elementary	3.87	5.29	4.36	5.54
†Evening High	1.71	1.78	1.76	1.63
Total	11.58	11.47	10.94	11.20

*Not including kindergarten.

†Evening schools frequently use day school books.

TABLE D—BOOKS PER PUPIL ACCORDING TO SIZE AND GRADE OF SCHOOL
Grammar Schools

*Average Enrollment	Number of Schools	Books per Pupil		Range 1925
		1924	1925	
2000 and over.....	1	10.58	7.19	7.19
1500-2000	13	9.93	10.65	8.25-13.32
1000-1500	16	11.81	11.90	7.29-14.16
Under 1000	8	13.91	14.06	10.45-17.18

Primary Schools

Including 7th Grade.....	2	14.69	14.16	14.10-14.28
Including 6th Grade.....	4	11.56	10.70	7.16-14.79
Including 5th Grade.....	2	7.83	10.03	7.74-15.38
All other Primary.....	6	9.46	9.56	6.52-18.15

*Not including kindergarten.

The foregoing table shows the wide range in the number of books used in the different schools. The three schools with the smallest number of books per pupil are Warren Street, Hawthorne Avenue, and Webster Street. Those having the largest number of books per pupil are Monmouth Street, Montgomery Street, and South 10th Street Schools. (See *Table II*, appended.)

Visiting of Orders—Orders are referred to me each month as they come from the principals. Eliminations are only made when the inventories and statistical reports show conclusively that the instruction will not be hampered. A summary follows:

Number of books approved.....	93,944
Number of books not approved.....	21,398
Number of miscellaneous items not approved.....	152
Value of books not approved.....	\$15,135.00
Value of miscellaneous items not approved.....	\$ 1,824.22
Value of all supplies not approved.....	\$16,959.22

Circulating Library—There are at present 3,761 books (72 sets) in the circulating library, or 137 more than last year. They have been used as follows:

Number of sets used.....	25	Volumes.....	1072
Number of sets not used.....	47	Volumes.....	1689
Number of schools using circulating library.....			11

Number of sets used during last five years:

	No. of Sets used	No. of Volumes used
1921	40	1,807
1922	30	1,414
1923	34	1,570
1924	15	603
1925	25	1,072
Total	144	6,466

That the circulating library is not used more may be accounted for by these reasons:

- I. Sufficient reading material on hand.
- II. Lack of knowledge of the library by teachers.
- III. Many of the sets are out of date.

Most, if not all, of the schools are supplied with sufficient reading material and the circulating library is used only for variety. On the other hand, many teachers do not know of its existence, and it would be used more if each teacher were provided with a list of titles. As the printed price list of books, in which the titles in the circulating library appear, is supplied only to principals, the teachers have no way of coming in contact with it. I suggest that an article on the circulating library, including a list of the titles, be prepared for the Bulletin so that the teachers may be enlightened. During the year the Board of Examiners added a number of titles to the list in an effort to bring it more up-to-date. This action has already had a stimulating effect and no doubt next year will show that the use of the library has greatly increased.

Transfers—There are 12,110 books transferred from schools in which they were not used to schools that wished to use them. If these books were not transferred they probably would have remained on the shelves until they were so old they would have to be discarded,

as they were reported as not in use. The saving effected by these transfers is apparent, as otherwise new books would have to be supplied.

Rebound Books

	1924	1925	Increase
Number of books rebound.....	27,232	32,110	4,878
Cost of rebinding.....	\$ 6,807.69	\$13,215.58	\$ 6,407.89
Cost of same books (approx.).....	\$16,480.64	\$31,651.33	\$15,170.69
Library books rebound.....	259		
Cost of rebinding library books.....		\$157.13	
Cost of same books (approx.).....		\$350.00	

The number of books sent to be rebound was greater this year than last by 4,878, and the percentage of books returned was approximately the same as last year (26.6%). The difference in the cost of rebinding and in the price of the same books if bought new represents an apparent saving of \$18,435.75. The real saving is much larger as a rebound book lasts longer than one in its original binding. The reason that only 26.6 percent of the books sent to be rebound are returned is because they are allowed to go too far before they are removed from the class room. If the books were rebound when they showed signs of breaking, fully 60 per cent of them would be returned. The opportunity for the practice of economy in the use of text books is so great that the matter of rebinding should be placed before the principals in such a way that all of them would be eager to cooperate.

I recommend that this matter be taken up with those principals who are not giving proper attention to the rebinding of text books.

BOOKS LOST AND FOUND

Books Lost

	1921	1922	1923	1924	1925
Day Elementary	30,488	26,078	24,198	24,450	20,426
Day High	7,678	6,559	7,774	13,981	16,501
Junior College	193	160			
Evening Elementary	1,008	694	629	1,197	507
Evening High	322	360	426	343	433
Total	39,689	33,851	33,027	39,971	37,867

Books Found

	1921	1922	1923	1924	1925
Day Elementary	10,902	9,465	7,188	7,599	6,511
Day High	2,164	1,072	1,103	1,540	2,230
Junior College	25	11			
Evening Elementary	144	122	87	76	112
Evening High	64	17	55	15	81
Total	13,299	10,687	8,433	9,230	8,934

The number of books lost and the number of books found are both less than last year, which fact appears to indicate that the schools are keeping their stock of books and their records in better shape than heretofore. The number of books destroyed on account of contagious diseases is 586. The number lost and paid for by pupils is 3,320. The number found is 8,934, or a total accounted for of 12,840, making a net loss of 25,027. This loss is much larger than should be expected and is due to a few schools whose loss is all out of proportion to the number of books on hand. (See *Table II*, appended.)

Table I presents a summary of the inventories by subjects. The increases in the first, second, and third grade readers are caused by the added emphasis given to primary reading during the past year. The increase in the number of civics and history books is caused by the greater stress on these subjects. The greatest decrease is in the number of music books and it is caused by a determined effort to bring down the number of these books to its proper proportion.

Table II presents a summary of the inventories by schools, together with the condition of the appropriation at the end of the year. There were 3,748 fewer books on the shelves than last year. This condition indicates a desire on the part of the principals to use up the dead wood, although in some schools books are shelved because they become tiresome to the teacher, regardless of the fact that they are new to the pupils.

Of the net number of books lost (25,027), the high schools are responsible for 11,660, the elementary schools for 12,620, and the evening schools for 747. Five schools are responsible for 13,966 lost books, viz: Central High, 7,769; East Side High, 2,737; Eighteenth Avenue, 1,403; Lafayette Street, 1,254; and Wilson Avenue, 803. Morton Street School showed a net gain of 944 books. The only way in which this large gain can be accounted for is by poor bookkeeping or by poor inventory taking.

Nineteen schools exceeded their appropriations for educational supplies. The deficits ranged from \$3.74 at Belmont Avenue to \$967.78 at Miller Street. The final figures show balances of \$30,886.41 and deficits of \$5,094.15, or a net balance of \$25,792.26.

Table III presents a summary of books, used in the evening schools, that is similar to that presented in *Table II* for the day schools. It shows an increase of 833 books, which is due largely to the reopening of the Abington Avenue Evening School.

Conclusion—That the supervision of text books and the viséing of orders for educational supplies are duties involving a considerable amount of attention will be plainly seen when it is realized that the 813,073 books in use represent an investment of approximately \$600,000.00. These books must be kept in good condition by rebinding, discarding, and renewing. Books are sent to be rebound at three different times during the year. Worn out books are discarded, at

three different times, and new books may be ordered at the beginning of each month. Books are transferred from one school to another so that they may be kept in use and so that the number on the shelves will be reduced to a minimum. The condition of the books now in use is as good as can be expected, although there are some that should be discarded because of out-of-date subject matter. An effort has been made, and will be continued, to visit the schools for the purpose of seeing the condition of the books in use, as well as the number of books carried in the stock rooms.

There is no good reason why all the schools should not be equipped with up-to-date books in good condition without materially increasing the number now in use or increasing the amount expended for them. Continuous use of books until they are worn out has been advocated and will, no doubt, solve the problem. Principals and teachers are united in an effort to cooperate.

STATISTICS OF TEXT BOOKS IN THE SCHOOLS
TABLE I (1923)—INVENTORIES BY SUBJECTS, DAY ELEMENTARY AND EVENING SCHOOLS

TEXT BOOKS IN THE SCHOOLS

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SUBJECT	Day Elementary Schools					Evening Schools	
	No. of Books	Decrease over 1922	Per cent. decrease	Books Lost	Books Found	Net Loss	Per cent. Net Loss
Reading:							
1st Grade.....	46,102	955	.21	1,992	416	1,576	.34
2nd Grade.....	42,557	1,258	.29	2,123	486	1,637	.38
3rd Grade.....	39,725	1,251	.31	1,297	316	981	.25
4th Grade.....	42,777	544	.13	944	294	650	.15
5th Grade.....	58,455	254	.04	1,522	507	1,015	.17
6th Grade.....	28,166	138	.04	726	239	487	.17
7th Grade.....	26,287	90	.03	464	181	283	.11
8th Grade.....	19,881	*152	*.08	424	212	212	.11
Civics.....	6,222	17	.03	78	23	55	.09
Cooking.....	7,043	*176	*32.35	31	26	31	.43
Drawing.....	7,043	*4,529	*180.15	75	26	49	.07
Geography.....	45,560	150	.03	2,297	548	1,749	.38
History.....	44,449	1,560	.34	2,667	574	2,093	.47
Language.....	25,274	432	.17	912	309	603	.24
Mathematics.....	43,753	1,195	.24	1,671	478	1,193	.24
Music.....	103,336	2,533	.24	3,333	1,744	1,589	.15
Penmanship.....	12,306	43	.50	503	118	385	.31
Physiology and Hygiene.....	9,584	*35	*.03	236	58	178	.19
Science.....	1,552	49	.25	46	77	131	†.20
Spelling.....	27,629	2,473	.87	1,669	289	1,380	.50
Miscellaneous.....	16,452	64	.57	627	119	508	.31
Teachers' Use.....	14,302	53	.04	561	174	387	.27
Circulating.....	3,475	49	1.39	.....	.....	.....	.....
Total Elementary.....	671,707	8,866	1.30	24,198	7,188	16,024 ¹	2.39
Junior College.....	3,558	.....	.....	.....	.....	.....	.....
High School.....	137,459	*6,541	*5.00	7,774	1,103	3,831 ²	2.79
††Evening School (Special).....	.....	.....	.....	.....	.....	.....	.....
†††Evening High.....	.....	.....	.....	.....	.....	.....	.....
Total.....	812,724	2,325	.28	31,972	8,291	19,858 ³	2.44

* Increase.

† Gain.

†† Including class in lip-reading for deaf.

††† Including Fawcett School.

1 Including 986 books lost and paid for or destroyed by reason of contagious diseases.

2 Deducting 2,837 books lost and paid for or destroyed by reason of contagious diseases.

3 Deducting 3,823 books lost and paid for or destroyed by reason of contagious diseases.

TABLE I (1924)—INVENTORIES BY SUBJECTS, DAY ELEMENTARY AND EVENING SCHOOLS

SUBJECT	Day Elementary Schools					Evening Schools		
	No. of Books	Decrease over 1923	Per cent. decrease	Books Lost	Books Found	Net Loss	Per cent. Net Loss	No. of Books No. of Books Lost Per cent. Books Lost
Reading:								
1st Grade.....	39,568	6,534	1.42	2,423	250	2,173	5.49	46 295 114
2nd Grade.....	37,795	4,762	1.22	1,801	354	1,447	4.07	38.64
3rd Grade.....	36,623	3,102	1.78	1,509	450	1,059	2.87	114
4th Grade.....	48,888	*6,111	*1.43	1,252	594	658	1.34	400
5th Grade.....	58,687	*2,322	*.39	1,594	560	1,034	1.76	611
6th Grade.....	29,386	*1,220	*.41	672	228	444	1.51	35
7th Grade.....	27,405	*1,118	*.40	489	183	306	1.11	67
8th Grade.....	22,266	*2,385	*.67	480	410	70	*.31	42
Civics.....	6,405	*183	*.29	91	122	*31	*.48	3
Cooking.....	801	*81	*1.13	39	39	0	4.87	8
Drawing.....	6,890	153	.22	225	30	195	2.83	3
Geography.....	44,271	1,289	.28	2,012	852	1,160	2.62	34
History.....	44,967	*518	*.12	2,458	487	1,971	4.38	496
Language.....	24,653	621	.25	1,030	174	856	3.47	1,201
Mathematics.....	48,701	552	.11	1,696	434	1,262	2.59	51
Music.....	95,581	8,355	.80	2,940	1,554	1,386	1.45	22
Penmanship.....	10,927	1,379	1.12	397	46	351	3.21	657
Physiology and Hygiene.....	10,141	*557	*.58	100	203	*103	*1.02	54
Science.....	1,545	7	.05	29	7	22	1.42	34
Speech Imp.....	13	*13	100	1,722	366	1,356	5.17	68
Spelling.....	26,224	1,405	.51	636	171	465	3.34	373
Teachers' Use.....	13,940	362	.25	795	118	677	4.07	39
Miscellaneous.....	16,634	*182	*.11	.....	.....	.....	.....	3
Circulating.....	3,624	*149	*.43	.....	.....	.....	.....	2
Total Elementary.....	655,935	15,772	2.35	24,450	7,599	15,515 ¹	2.37	7,951
Junior College.....	.....	3,558	†100.	.....	.....	.....	.....	420
High School.....	140,029	*2,570	*1.87	13,981	1,540	10,265 ²	7.33	.....
†Evening School (special).....	.....	.....	.....	.....	.....	.....	.....	701
††Evening High.....	.....	.....	.....	.....	.....	.....	.....	328
Total.....	795,964	16,754	2.06	38,431	9,139	25,780 ³	3.24	16,751

* Increase.
† Books distributed to high schools for use as reference and library books.

†† Including class in lip-reading for deaf.

††† Including Fawcett School.

‡ Deducting 1,336 books lost and paid for or destroyed by reason of contagious diseases.

‡‡ Deducting 2,176 books lost and paid for or destroyed by reason of contagious diseases.

‡‡‡ Deducting 3,512 books lost and paid for or destroyed by reason of contagious diseases.

TABLE I (1925)—INVENTORIES BY SUBJECTS, DAY ELEMENTARY AND EVENING SCHOOLS

SUBJECT	Day Elementary Schools					Evening Schools				
	No. of Books	Decrease over 1924	Per cent. decrease	Books Lost	Books burned found and paid for	Net Loss	Per cent. Net Loss	No. of Books	Net No. of Books Lost	Per cent. Books Lost
Reading:										
1st Grade.....	41,453	*1,885	*4.76	1,956	292	1,664	3.95	46	0	0
2nd Grade.....	37,959	*164	*.43	1,670	333	1,337	3.52	252	+17	+6.76
3rd Grade.....	38,038	*1,415	*3.86	1,110	346	764	2.00	341	36	10.56
4th Grade.....	48,376	512	1.05	1,006	339	667	1.38	590	15	2.38
5th Grade.....	58,460	227	.39	1,234	365	869	1.49	1,206	12	1.99
6th Grade.....	29,180	206	.70	628	153	475	1.63	731	9	1.23
7th Grade.....	27,450	*45	*.16	429	161	268	.98	495	1	.20
8th Grade.....	22,316	*50	*.22	338	118	220	.99	367	1	.27
Civics.....	6,853	*448	*6.99	147	20	127	1.85	412	+17	+4.13
Cooking.....	750	51	6.36	29	28	1	.13	12	0	0
Drawing.....	6,853	37	.54	231	47	184	2.54	0	0	0
Geography.....	43,138	1,133	2.55	1,888	340	1,548	3.59	538	+2	+3.77
History.....	45,563	*596	*1.33	1,938	494	1,444	3.12	1,167	49	3.77
Language.....	24,539	114	.46	1,045	247	798	3.25	482	1	.21
Mathematics.....	48,396	305	.63	1,684	558	1,126	2.33	623	23	3.69
Music.....	92,512	3,069	3.32	1,960	1,830	130	1.41	47	7	14.89
Pennmanship.....	10,117	810	7.41	195	80	115	1.14	34	0	0
Physiology and Hygiene.....	10,877	*736	*7.25	218	188	30	.29	69	+1	+1.45
Science.....	1,466	79	5.11	14	10	4	.27	0	0	0
Speech Imp.....	11	2	15.	0	0	0	0	0	0	0
Spelling.....	26,141	83	3.17	1,116	216	900	3.44	370	+5	+1.35
Miscellaneous.....	16,812	*178	*1.07	629	153	476	2.83	2	0	0
Teachers' Use.....	14,268	*328	*2.30	702	192	510	3.57	3	0	0
Circulating.....	3,761	*137	*3.78	.....	.....	.....	.....	.....	.....	.....
Total Elementary.....	655,289	646	.10	20,426	7,806	12,620	1.92	7,787	112	1.44
High School.....	140,200	*171	*.12	16,501	4,841	11,660	7.94	5,821	283	4.86
Evening Elementary.....	.....	.....	.....	.....	.....	.....	.....	3,976	352	8.85
Evening High.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Total.....	795,489	475	.06	36,927	12,647	24,280	3.05	17,584	747	4.25

* Increase.
+ Found.

TABLE II (1923) — INVENTORIES BY SCHOOLS, HIGH AND ELEMENTARY DAY SCHOOLS

SCHOOL	Average enrollment 1923††	Total No. of Books 1923	Decrease over 1922	Books per pupil 1923	Books lost	Books found	Books destroyed on account of contagious diseases	Books lost and paid for	Net loss	Per cent. net loss	Not used during year	Amount by which appropriation was exceeded
HIGH												
Newark Junior College.....	.....	3,558	.....	.....	.....	.....	.....	.....	.....	.....	3,558	.....
Barringer High.....	1,749	28,391	† 1,209	16.23	1,069	1	30	805	233	.82	2,576	\$2,289.99*
Central High.....	2,229	45,815	† 2,153	20.55	3,302	455	675	398	1,774	3.87	.....	976.51
East Side High.....	1,245	22,749	† 1,467	18.27	1,156	411	x	x	745	3.27	.....	2,622.16
South Side High.....	1,540	27,120	† 760	17.61	1,717	215	63	725	714	2.63	.....	940.99*
Total.....	6,763	124,075	† 5,589	18.42	7,244	1,082	768	1,928	3,466	2.79	2,576	\$367.69
JUNIOR HIGH—9th Grade												
Cleveland.....	463	4,833	† 334	10.44	228	.....	.....	91	137	2.83	.....	\$1,575.90*
Madison.....	305	3,877	† 186	12.71	155	21	.....	33	101	2.61	.....	626.66*
Robert Treat.....	327	4,674	† 432	14.29	147	.....	.....	17	150	2.78	139	330.13*
Total.....	1,095	13,384	† 952	12.22	530	21	.....	141	368	2.75	139	\$2,522.69*
ELEMENTARY												
Abington Avenue.....	1,393	16,037	† 839	11.51	936	832	x	x	104	.65	167	\$476.37
Alexander Street.....	971	14,456	† 142	14.89	527	149	27	47	304	2.10	487	301.28
Ann Street.....	1,891	21,189	† 452	11.20	341	122	7	x	219	1.03	1,795	201.08
Avon Avenue.....	1,421	15,530	592	10.93	451	178	7	32	234	1.51	.....	133.11
Belmont Avenue.....	1,586	18,480	† 1,099	11.88	903	130	x	x	773	4.18	1,790	196.03*
Bergen Street.....	1,495	17,427	† 161	11.66	711	95	x	x	616	3.53	794	411.58
Burnet Street.....	283	2,027	† 633	7.16	15	57	x	x	42	† 2.07	125	25.71
Burnet Street.....	1,265	16,097	340	12.72	1,064	50	x	10	1,004	6.24	316	401.77
Camden Street.....	997	11,442	† 26	11.48	320	57	31	x	232	2.03	158	200.68
Central Avenue.....	1,506	15,707	388	10.43	491	333	x	x	158	1.01	.....	131.75*
Charlton Street.....	1,222	18,144	† 140	14.85	136	89	x	66	19	.80	97	71.98*
Chestnut Street.....	629	9,492	132	15.09	128	24	5	23	76	1.81	.....	238.31*
Cleveland.....	1,451	20,181	185	13.91	438	3	x	70	365	2.19	.....	130.94*
Dayton Street.....	65	1,062	141	16.34	2	.....	x	x	2	.....	.....	51.74
Eighteenth Avenue.....	1,242	17,986	562	14.48	648	155	x	x	493	2.74	.....	277.88*
Elizabeth Avenue.....	207	2,085	130	10.32	200	68	x	x	132	6.33	32	128.76*

Elliott Street.....	939	9,637	1,582	10.26	1,056	60	x	x	996	10.34	198.19
Fifteenth Avenue.....	1,612	16,178	† 494	10.04	130	11	12	6	101	.62	66.97*
Fourth Avenue.....	1,063	14,070	1,065	13.24	412	102	x	x	310	2.20	314.70*
Franklin.....	1,886	19,438	1,149	10.31	1,003	42	34	24	961	4.94	795.77*
Garfield.....	1,180	15,101	261	12.80	372	24	x	x	290	1.92	361.52
Hawkins Street.....	688	7,404	275	10.76	39	4	x	x	35	.47	387.13*
Hawthorne Avenue.....	1,300	13,122	170	10.09	219	62	x	x	157	1.20	438.78
Lafayette Street.....	1,967	21,528	27	10.34	1,636	580	x	x	1,056	4.91	298.08
Lawrence Street.....	1,116	11,667	833	14.37	67	95	x	x	† 28	† 1.68	21.55
Lincoln.....	417	7,643	46	18.33	89	34	x	x	55	.72	58.53*
Madison.....	1,314	14,783	179	11.25	747	106	x	x	582	3.94	163.28*
McKinley.....	2,139	17,783	1,218	8.31	606	44	8	15	539	3.03	381.11*
Miller Street.....	1,434	17,417	1,672	12.15	1,223	914	42	x	267	1.50	1,138.98
Monmouth Street.....	860	13,682	288	15.91	629	397	2	11	219	1.60	281
Montgomery Street.....	821	11,885	† 90	13.78	217	572	x	x	217	2.33	268.05
Morton Street.....	1,482	15,885	† 858	10.72	2,122	76	9	3	1,538	9.68	271.31
Newton Street.....	1,481	16,569	1,055	11.19	2,122	572	x	x	186	1.12	287.10*
Oliver Street.....	1,595	14,265	† 1,735	8.94	266	4	x	x	266	1.86	213.12
Peshine Avenue.....	1,258	11,267	† 638	8.94	128	33	8	6	118	1.05	291.39
Ridge Street.....	621	8,991	† 578	14.48	56	54	x	x	6	.07	311.34
Robert Treat.....	2,087	22,068	† 575	10.57	740	20	x	x	80	2.74	1,341.90*
Roseville Avenue.....	326	5,645	† 277	17.32	35	146	x	x	155.31*	642	155.31*
South Street.....	816	6,006	† 774	7.36	485	10	x	x	339	5.64	64.64*
South Eighth Street.....	1,166	16,204	† 548	13.50	215	12	10	x	192	1.18	84.86*
South Market Street.....	597	9,301	† 742	15.58	185	169	x	x	173	1.86	394.02
South Seventeenth Street.....	1,404	16,074	† 90	11.45	354	40	40	10	120	1.76	267.21
South Tenth Street.....	826	14,319	† 762	17.34	507	238	88	12	169	1.18	238
Speedway Avenue.....	289	3,919	† 188	13.56	19	13	x	x	6	.15	308.39*
Summer Avenue.....	833	10,885	† 780	13.07	322	51	40	7	224	2.06	74.61
Summer Place.....	310	4,388	331	14.15	14	2	3	2	198	1.06	214.33*
Sussex Avenue.....	852	11,709	† 713	13.74	302	104	x	x	167	1.49	294.26
Walnut Street.....	218	1,375	† 136	6.31	181	14	x	x	35	12.44	294.26
Warren Street.....	744	6,630	† 435	8.91	99	35	11	12	41	.62	418.43
Washington Street.....	637	10,093	626	15.84	486	197	15	x	274	2.71	472.83
Waverly Avenue.....	704	6,887	† 120	9.78	10	29	x	x	† 19	† .27	472.83
Webster Street.....	1,448	10,032	225	8.74	351	319	x	x	32	.32	57.04
Wilson Avenue.....	1,479	17,523	† 131	11.85	999	217	50	x	732	4.18	111.31*
Wilson Avenue.....	1,739	10,107	† 596	5.81	293	57	x	x	236	2.33	19,878.72
Special Schools.....	57,937	668,232	8,817	11.53	24,198	7,188	457	529	16,024	2.40	10,608
Total.....	57,937	668,232	8,817	11.53	24,198	7,188	457	529	16,024	2.40	10,608
Circulating.....	3,475	3,475	49								
Total Elementary.....	57,937	671,707	8,866	11.59	24,198	7,188	457	529	16,024	2.39	10,608
Total High.....	7,858	137,459	† 6,541	17.49	7,774	1,103	768	2,069	3,834	2.79	2,715
Junior College.....		3,558									3,558
Grand Total.....	65,795	812,724	2,325	12.29	31,972	8,291	1,225	2,598	19,858	2.44	16,881

* Appropriation unexpended.

x No report.

† Increase or gain.

‡ Not including kindergarten enrollment.

§ Primary schools having no grade above sixth.

† Primary school having no grade above seventh.

z Including books used in evening school.

TABLE II (1924)—INVENTORIES BY SCHOOLS, HIGH AND ELEMENTARY DAY SCHOOLS

SCHOOL	Average enrollment 1924††	Total No. of Books 1924	Decrease over 1923	Books per pupil 1924	Books lost	Books found	Books destroyed on account of contagious diseases	Books lost and paid for	Net loss	Per cent. net loss	Not used during year	Amount by which appropriation was exceeded
HIGH												
Barringer High.....	1,818	29,872	† 1,481	16.43	1,047	13	20	587	427	1.43	4,243	\$1,668.94*
Central High.....	2,201	42,984	† 2,831	19.53	1,040	969	111	654	7,306	16.99	4,364	829.38*
East Side High.....	1,276	23,465	† 719	18.39	1,086	420	x	x	600	2.84	2,913	220.37
South Side High.....	1,719	29,361	† 2,241	17.08	2,180	110	14	657	1,399	4.76	504	2,220.82*
Total High.....	7,014	125,682	† 1,610	17.92	13,353	1,512	145	1,898	9,798	7.79	12,024	\$4,498.77*
JUNIOR HIGH—9th Grade												
Cleveland.....	430	5,008	† 175	11.65	188	7	5	94	82	1.63	115	\$400.57*
Madison.....	413	4,653	† 776	11.27	179	20	.....	34	125	2.68	111	568.10
Robert Treat.....	364	4,686	† 12	12.87	261	1	.....	.....	260	5.35	209	524.37*
Total Junior High.....	1,207	14,347	† 963	11.88	628	28	5	128	467	3.25	435	\$356.75*
ELEMENTARY												
Abington Avenue.....	1,464	15,998	39	10.93	1,587	506	.....	34	1,081	6.78	290	\$100.93
Alexander Street.....	1,003	13,257	760	13.22	239	90	19	.....	96	.72	511	447.97
Ann Street.....	1,887	20,067	1,122	10.63	772	74	.....	.....	698	3.47	2,353	1,380.67
Avon Avenue.....	1,418	14,583	947	10.28	291	185	12	31	63	.43	142	185.22
Belmont Avenue.....	1,530	15,218	2,435	9.95	521	98	27	131	265	1.74	903	36.00
Bergen Street.....	1,550	17,695	2,681	11.42	488	216	x	x	272	1.53	31	127.37*
Bruce Street.....	302	2,092	65	6.93	28	3	x	x	25	1.2	123	238.24*
Burnet Street.....	1,271	15,850	247	12.47	636	17	x	11	608	3.86	537	245.55*
Camden Street.....	1,001	11,540	98	11.53	288	11	15	12	250	2.16	.....	9.86
Central Avenue.....	1,477	15,308	399	10.36	871	40	.....	43	788	5.14	.....	542.08
Charlton Street.....	1,236	17,332	812	14.02	175	93	.....	62	20	1.2	279	78.07
Chestnut Street.....	618	8,660	832	14.01	160	37	18	9	96	1.10	355	436.45*
Cleveland.....	1,419	19,201	980	13.53	656	141	24	.....	491	2.55	579	659.32
Dayton Street.....	69	1,132	70	16.41	2	.....	.....	.....	2	.17	.....	1.67
Eighteenth Avenue.....	1,101	18,165	179	16.49	685	838	1	.....	154	G	356	142.00*
Elizabeth Avenue.....	1,192	1,787	298	9.31	215	92	x	x	123	6.88	.....	344.78*
Elliot Street.....	928	9,210	427	9.92	403	111	x	x	292	3.17	377	743.37
Fifteenth Avenue.....	1,601	16,094	84	10.75	173	13	16	.....	144	.89	70	247.72*
Fourteenth Avenue.....	1,075	13,753	317	12.79	633	135	x	x	498	3.62	.....	176.44
Franklin.....	1,835	19,171	267	10.45	752	43	.....	15	694	3.62	850	328.73

Garfield.....	1,203	14,065	136	12.44	351	31	30	40	250	1.67	280	597.46
\$Hawkins Street.....	755	6,893	511	9.13	497	68	1	1	427	6.2	118	298.46*
Hawthorne Avenue.....	1,707	13,684	562	8.02	269	72	x	x	197	1.44	90	117.03
Lafayette Street.....	1,927	22,512	984	11.68	1,280	1,350	x	x	G	G	.....	945.29
\$Lawrence Street.....	70	509	118	17.21	442	47	x	x	395	77.6	.....	189.00*
Lincoln.....	440	6,881	162	15.64	150	42	2	3	103	1.5	640	29.08
Madison.....	1,331	15,204	421	11.42	590	14	.....	.....	329	3.48	639	262.14
McKinley.....	1,988	17,444	324	8.77	703	350	6	47	529	1.87	209	536.94
Miller Street.....	1,510	17,374	43	11.51	773	566	24	20	327	3.94	179	1,053.76
Monmouth Street.....	802	12,713	969	15.85	702	250	.....	8	444	3.49	511	538.86*
Monmouth Street.....	726	10,924	386	15.05	224	10	.....	x	214	1.96	583	337.11
Montgomery Street.....	1,485	15,307	578	10.31	216	683	27	33	1,363	8.90	662	171.81
Morton Street.....	1,451	15,854	578	10.31	216	683	27	25	1,363	8.90	295	243.26*
Newton Street.....	1,607	14,581	316	9.07	382	60	x	x	197	2.42	.....	48.56*
Oliver Street.....	1,553	11,805	538	7.60	244	.....	.....	8	178	1.51	.....	421.41*
Peshine Avenue.....	620	8,225	766	13.27	20	.....	45	5	.....	2.88	451	571.00
Ridge Street.....	2,103	22,240	172	10.58	653	12	x	x	641	1.13	569	91.83
Robert Treat.....	344	5,513	132	16.03	33	26	x	x	7	12.9	.....	198.21*
Roseville Avenue.....	823	5,854	152	7.11	320	59	.....	.....	755	1.74	.....	171.35*
South Eighth Street.....	1,174	15,594	610	13.28	814	.....	49	.....	271	2.11	607	425.36*
South Market Street.....	618	9,256	45	14.98	401	206	x	.....	195	1.23	.....	86.37
South Market Street.....	1,431	15,537	537	10.86	469	143	116	10	191	1.08	x	90.57*
South Seventeenth Street.....	860	14,269	50	16.59	223	49	95	25	54	1.03	153	258.28*
South Tenth Street.....	307	4,074	155	13.27	50	8	x	x	42	3.10	.....	176.32*
Speedway Avenue.....	843	9,482	1,403	11.25	376	77	2	3	294	3.10	443	54.51
Summer Avenue.....	301	4,267	121	14.18	19	.....	5	.....	13	.....	.....	116.23*
Summer Place.....	839	11,806	97	14.07	211	18	71	17	105	.....	248	404.29
Swanwick Avenue.....	215	1,332	43	6.20	99	6	x	.....	93	6.98	.....	158.70*
Walnut Street.....	786	6,752	122	8.59	101	34	.....	x	60	.....	146	634.88*
Warren Street.....	649	9,866	227	15.20	231	110	4	27	90	.....	187	303.35*
Washington Street.....	684	7,435	548	10.87	31	159	.....	.....	G	G	.....	196.04
Wayview Avenue.....	1,109	9,022	1,010	8.14	372	132	33	.....	206	2.58	28	48.39
Webster Street.....	1,488	16,592	931	11.15	1,220	89	25	.....	1,086	6.54	1,850	110.38
Wilson Avenue.....	2,073	12,432	1,059	5.99	216	107	.....	.....	1,129	1.04	10	8,674.90
Special Schools.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Total.....	58,799	652,311	15,921	11.09	24,450	7,599	678	658	15,515	2.38	16,753	\$12,923.75
Circulating.....	.....	3,624	149	.....	.....	.....	.....	.....	.....	.....	.....	.....
Total Elementary.....	58,799	655,935	15,772	11.16	24,450	7,599	678	658	15,515	2.37	16,753	\$12,923.75
Total Senior High.....	7,014	125,682	11,610	17.92	13,353	1,512	145	1,898	9,798	7.70	12,024	4,498.77*
Total Junior High.....	1,207	14,347	963	11.88	628	28	5	2,026	467	3.25	435	356.75**
All High Schools.....	8,221	140,029	12,573	17.03	13,981	1,540	150	2,026	10,265	7.35	12,459	4,855.52*
Junior College.....	.....	.....	3,558	.....	.....	.....	.....	.....	.....	.....	.....	.....
Grand Total.....	66,820	795,964	16,757	11.91	38,431	9,139	828	2,684	25,780	3.24	29,212	\$8,068.23

z Including evening school books.
 \$ Primary schools having no grade above sixth.
 † Primary schools having no grade above seventh.
 ‡ Increase.
 G Gain.
 †† Not including kindergarten enrollment.
 * Appropriation unexpended.
 x No report.

TABLE II (1925)—INVENTORIES BY SCHOOLS, HIGH AND ELEMENTARY DAY SCHOOLS

SCHOOL	Average enrollment 1925††	Total No. of Books 1925	Decrease over 1924	Books per pupil 1925	Books lost	Books found	Books destroyed on account of contagious diseases	Books lost and paid for	Net loss	Per cent. net loss	Not used during year	Amount of text book appropriation unexpended
HIGH												
Barringer High.....	1,812	31,137	*1,265	17.18	985	17	17	918	33	.11	5,248	\$3,224.76
Central High.....	2,244	40,301	2,683	17.96	9,461	972	120	600	7,769	19.28	.....	3,537.92
East Side High.....	1,255	21,177	2,288	16.87	4,047	1,195	.....	754	2,737	12.92	2,450	2,859.49
South Side High.....	1,918	33,026	*3,665	17.22	1,499	36	.....	.....	709	2.15	388	1,730.05
Total High.....	7,229	125,641	41	17.38	15,992	2,220	137	2,387	11,248	8.95	8,086	\$11,352.22
JUNIOR HIGH—9th Grade												
Cleveland.....	418	4,933	75	11.80	157	0	1	56	100	2.03	186	\$1,319.58†
Madison.....	443	5,057	*404	11.42	149	10	.....	30	109	2.15	.....	38.71
Robert Treat.....	343	4,569	117	13.32	203	0	.....	.....	203	4.44	336	457.79
Total Junior High.....	1,204	14,559	*212	12.09	509	10	1	86	412	2.83	522	\$853.08†
ELEMENTARY												
Abington Avenue.....	1,459	17,248	*1,250	11.82	938	555	.....	31	352	2.04	86	\$25.57†
Alexander Street.....	1,086	13,705	* 448	12.62	316	5	11	30	270	1.51	386	45.19†
Ann Street.....	1,861	18,895	1,172	10.15	677	52	.....	.....	625	3.31	1,951	452.89
Avon Avenue.....	1,342	14,280	308	10.65	200	57	7	24	112	.78	.....	137.09
Belmont Avenue.....	1,449	16,777	*1,559	11.58	470	72	14	109	275	1.64	911	3.74†
Bergen Street.....	1,500	17,814	* 119	11.88	458	6	.....	.....	452	2.54	.....	573.15
Bruce Street.....	294	2,111	* 10	7.21	9	8	.....	.....	1	.05	134	356.60
Burnet Street.....	1,355	15,561	289	11.41	526	78	.....	22	426	2.74	946	504.92†
Camden Street.....	892	11,267	273	12.63	378	68	.....	.....	310	2.75	1,302	307.86
Central Avenue.....	1,138	14,199	1,109	12.48	652	292	.....	37	323	2.27	357	147.98
Charlton Street.....	1,293	17,369	* 37	13.43	290	87	.....	78	125	.72	342	794.13
Chestnut Street.....	607	8,661	* 1	14.28	88	9	8	83	61	.7	.....	549.83
Cleveland 1-8.....	1,295	18,337	864	14.16	316	3	18	83	212	1.16	633	1,655.58
Dayton Street.....	65	1,180	* 48	18.15	2	0	.....	.....	2	.17	.....	8.82
Eighteenth Avenue.....	1,239	15,505	2,660	12.51	1,668	242	3	20	1,403	9.04	.....	284.11†
Elizabeth Avenue.....	200	1,476	311	7.38	39	12	1	3	23	1.56	.....	232.54
Elliott Street.....	882	9,213	* 3	10.45	98	81	.....	.....	17	.18	209	216.76†
Fifteenth Avenue.....	1,576	15,081	1,013	9.57	246	45	32	.....	169	1.12	.....	768.69

Fourteenth Avenue.....	1,061	13,898	* 145	13.1	479	121	.....	.....	358	2.58	168	35.33†
Franklin.....	1,729	18,148	1,023	10.5	569	42	.....	.....	527	2.9	391	643.44†
Gaird.....	1,232	14,574	391	11.83	330	10	1	34	275	1.89	376	89.79†
Hawkins Street.....	1,199	14,319	* 7426	11.94	369	45	7	18	299	2.09	2,277	950.53
Hawthorne Avenue.....	2,177	15,647	* 1,963	7.19	612	18	17	.....	577	3.69	.....	171.77†
Lafayette Street.....	1,761	23,459	* 947	13.32	1,471	147	.....	70	1,254	.....	580	1,426.24
Lawrence Street.....	1,51	625	* 116	12.25	24	26	.....	.....	2	*	.....	34.56†
Lincoln.....	467	6,542	339	14.1	135	25	2	1	107	1.64	284	36.32
Madison 1-8.....	1,372	15,920	* 716	11.60	649	4	.....	50	595	3.74	174	632.77
McKinley.....	1,936	17,430	14	9.0	475	197	6	30	242	1.39	175	1,973.06
Miller Street.....	1,552	18,010	* 636	11.60	687	414	12	38	222	1.24	253	243.88
Monmouth Street.....	671	10,678	261	17.18	597	266	.....	.....	333	2.66	240	967.78†
Montgomery Street.....	1,397	16,621	* 1,314	10.99	844	37	.....	24	238	2.23	272	129.68†
Morton Street.....	1,500	16,023	* 169	10.68	330	100	.....	.....	238	5.68	638	121.82†
Newton Street.....	1,513	15,280	* 699	10.94	306	260	.....	.....	644	1.44	127	412.90
Oliver Street.....	1,687	13,569	* 1,764	8.29	176	84	.....	8	230	2.82	108	760.14
Peshine Avenue.....	386	18,783	* 588	14.99	75	1	59	2	46	.....	.....	869.19
Ridge Street.....	1,959	22,015	* 225	11.23	789	0	.....	13	789	3.58	445	815.13
Robert Treat 1-8.....	386	5,168	345	15.38	39	7	.....	.....	32	.....	648	210.71
Roseville Avenue.....	782	6,053	* 199	7.74	332	405	.....	.....	* 73	1.21	.....	359.63
South Street.....	1,119	15,404	9,256	13.77	244	36	.....	.....	187	1.21	589	314.48
South Market Street.....	1,488	15,651	* 114	10.54	402	73	21	18	245	1.57	75	356.83
South Seventeenth Street.....	848	13,485	174	15.90	119	55	66	16	.....	.....	309	14.12†
South Tenth Street.....	295	8,942	137	13.36	28	10	5	8	5	.....	.....	333.44
Speedway.....	850	8,951	537	10.53	263	180	2	13	118	1.32	173	113.57†
Summer Avenue.....	298	4,406	* 139	14.79	13	0	.....	.....	8	.....	12	171.69
Summer Place.....	900	12,402	* 596	13.78	205	16	26	24	139	1.12	823	313.83†
Sussex Avenue.....	225	1,467	* 135	6.52	39	10	.....	.....	22	1.50	329	236.67
Walnut Street.....	982	7,027	* 273	7.16	203	66	1	8	128	1.82	.....	591.94
Warren Street.....	607	9,417	* 445	15.51	319	58	14	25	28	222	329	120.69
Washington Street.....	665	7,684	* 249	11.56	96	5	.....	.....	89	1.16	.....	602.67†
Waverly Avenue.....	1,271	9,264	* 242	7.29	280	130	.....	4	146	1.58	133	1,574.47
Webster Street.....	1,589	16,098	* 494	10.13	1,056	203	50	.....	803	4.99	.....	.....
Wilson Avenue.....	56,310	639,091	* 788	11.35	20,201	6,437	448	847	12,469	1.94	16,856	\$15,293.12
Total Elementary.....	3,761	.....	* 137	.....	.....	.....	.....	.....	.....	.....	.....	.....
Circular.....	56,310	642,852	651	11.42	20,201	6,437	448	847	12,469	1.94	16,856	\$15,293.12
Total Elementary.....	7,229	125,641	41	17.38	15,992	2,220	137	2,387	11,248	8.95	8,086	\$11,352.22
Total Senior High.....	1,204	14,559	* 212	12.86	509	10	1	86	412	2.83	522	1,353.08†
Total Junior High.....	1,600	12,437	* 5	7.77	225	74	.....	.....	151	1.21	.....	2,672.07
Special Schools.....	66,343	795,489	475	11.99	36,927	8,741	586	3,320	24,280	3.05	25,464	\$28,464.33
Grand Total.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

†† Excluding kindergarten.

* Net gain.

† Deficit.

§ Includes books used by the evening school.
‡ Books transferred to Hawkins Street School

September 1, 1925.

TABLE III (1923)—INVENTORIES BY SCHOOLS, EVENING SCHOOLS

SCHOOL	Average enrollment 1923	Total No. of books, 1923	Increase over 1922	Books lost	Books found	Net loss	Per cent. net loss	Books per pupil
Fawcett.....	1,022	799	234	120	-----	120	15.01	.78
§ High								
Bergen Street.....	375	931	*111	122	-----	122	13.10	2.48
Franklin.....	295	388	* 6	26	-----	26	6.70	1.31
Morton Street.....	320	797	34	21	55	† 34	†4.26	2.49
Robert Treat.....	365	1,330	* 79	137	-----	137	10.30	3.64
Total.....	1,355	3,446	*162	306	55	251	7.28	2.54
Elementary								
xAbington Avenue.....		681			-----			
Bergen Street.....	168	732	* 19	19	-----	19	2.18	4.35
Central Avenue.....	267	1,228	* 29	19	-----	19	1.54	4.59
Cleveland.....	387	1,010	20	93	-----	93	9.20	2.60
East Side Elem.....	71	246	246	11	-----	11	4.47	3.46
Franklin.....	286	2,521	* 80	75	13	62	2.46	8.81
Lafayette Street.....	389	1,124	242	68	-----	68	6.04	2.88
Morton Street.....	517	2,588	445	172	66	106	4.09	5.00
xOliver Street.....		525	*257		-----			
Robert Treat.....	179	562	* 61	28	-----	28	4.98	3.13
South 10th Street.....	211	2,046	*163	144	6	138	6.60	9.69
xWilson Avenue.....		294			-----			
‡Charlton St. Americanization.....	22	88	8	-----	2	† 2	†2.27	4.00
x†Milford Americanization.....			* 46	-----				
Class in Lip-Reading.....	11	101	-----	-----	-----	-----	-----	9.18
Total.....	2,508	13,746	306	629	87	542	3.94	5.29
Summary								
Fawcett.....	1,022	799	234	120	-----	120	15.01	.78
Total High.....	1,355	3,446	*162	306	55	251	7.28	2.54
Total Elementary.....	2,508	13,746	306	629	87	542	3.94	5.29
Grand Total.....	4,885	17,991	378	1,055	142	913	5.07	3.68

§ Central and East Side High Schools use books of the day school and do not keep a separate evening school inventory.

‡ Afternoon class, but evening school books used.

* Decrease.

† Gain.

x Evening schools closed, and books transferred to other schools where necessary.

TABLE III (1924)—INVENTORIES BY SCHOOLS, EVENING SCHOOLS

SCHOOL	Average enrollment 1924	Total No. of books, 1924	Decrease over 1923	Books lost	Books found	Net loss	Per cent. net loss	Books per pupil
Fawcett.....	1,119	736	63	130	14	116	15.76	.66
§ High								
Bergen Street.....	388	898	33	75	.....	75	8.35	2.31
Franklin.....	307	419	* 31	4	.....	4	.95	1.36
Morton Street.....	244	758	39	48	1	47	6.2	3.11
Robert Treat.....	398	1,520	*190	86	.....	86	5.65	3.82
Total.....	1,337	3,595	*149	213	1	212	5.89	2.69
Elementary								
xAbington Avenue.....	.....	.....	681	73	.....	73	10.7	.....
Bergen Street.....	327	878	*146	36	.....	36	4.1	2.69
Central Avenue.....	235	1,124	104	136	2	134	11.92	4.78
Cleveland.....	378	1,160	*150	139	.....	139	11.98	3.07
East Side Elem.....	105	213	33	12	.....	12	5.63	2.03
Franklin.....	326	2,469	52	58	6	52	2.11	7.57
Lafayette Street.....	416	1,133	* 9	102	1	101	8.91	2.72
Morton Street.....	431	2,200	388	284	65	219	9.95	5.1
xOliver Street.....	.....	.....	525	89	.....	89	16.9	.....
Robert Treat.....	190	606	* 44	18	.....	18	2.97	3.19
South 10th Street.....	239	2,023	23	65	2	63	3.11	8.46
xWilson Avenue.....	.....	.....	294	85	.....	85	28.9	.....
‡Charlton St. Americanization.....	21	70	18	18	.....	18	25.71	3.33
Montgomery Street Americanization.....	159	443	*443	82	.....	82	1.85	2.79
Class in Lip Reading.....	20	101	.....	.....	.....	.....	.....	5.05
Total.....	2,847	12,420	1,326	1,197	76	1,121	9.03	4.36
Summary								
Fawcett.....	1,119	736	63	130	14	116	15.76	.66
Total High.....	1,337	3,595	*149	213	1	212	5.89	2.69
Total Elementary.....	2,847	12,420	1,326	1,197	76	1,121	9.03	4.36
Grand Total.....	5,303	16,751	1,240	1,540	91	1,449	8.65	3.16

§ Central and East Side High Schools use books of the day school and do not keep a separate evening school inventory.

‡ Afternoon class, but evening school books used.

* Increase.

x Evening schools closed, and books transferred to other schools where necessary.

TABLE III (1925)—INVENTORIES BY SCHOOLS, EVENING SCHOOLS

SCHOOL	Average enrollment 1925	Total No. of books, 1925	Increase over 1924	Books lost	Books found	Net loss	Per cent. net loss	Books per pupil
Fawcett.....	1,136	908	172	163	11	152	16.74	.79
§ <i>High</i>								
Bergen Street.....	421	708	*190	143	68	75	10.59	1.68
Franklin.....	264	412	* 7	9	.....	9	2.20	1.55
Morton Street.....	221	693	* 65	40	2	38	5.48	3.13
Robert Treat.....	402	1,255	*265	78	.....	78	6.22	2.89
Total High.....	1,308	3,068	*527	270	70	200	6.52	2.35
Elementary								
Abington Avenue.....	129	431	431	14	.....	14	3.25	3.34
Bergen Street.....	219	1,119	241	52	2	50	4.47	5.11
Central Avenue.....	235	1,085	* 39	101	44	57	5.25	4.62
Cleveland.....	319	1,165	5	22	27	* 5	4.43	3.65
East Side Elem.....	95	240	27	6	.....	6	2.5	2.53
Franklin.....	252	2,560	91	33	.....	33	.92	9.48
Lafayette Street.....	370	1,077	* 56	104	.....	104	9.66	2.91
Morton Street.....	289	2,249	49	32	15	17	.76	7.78
Robert Treat.....	163	778	172	87	.....	87	11.18	5.37
South 10th Street.....	152	2,029	6	32	24	8	.35	13.35
‡Charlton Street Americanization.....	24	65	* 5	9	.....	9	13.85	2.71
Montgomery Street Americanization.....	197	708	265	15	.....	15	2.12	3.59
Class in Lip Reading.....	14	102	1	.....	.....	.....	.....	7.28
Total.....	2,458	13,608	1,188	507	112	395	2.89	5.54
Summary								
Fawcett.....	1,136	908	172	163	11	152	16.74	.79
Total High.....	1,308	3,068	*527	270	70	200	6.52	2.35
Total Elementary.....	2,458	13,608	1,188	507	112	395	2.89	5.54
Grand Total.....	4,882	17,584	833	940	193	747	4.25	3.5

§ Central and East Side High Schools use books of the day school and do not keep a separate evening school inventory.

‡ Afternoon class, but evening school books used.

* Decrease.

TABLE IV (1923 and 1924)—HIGH SCHOOL BOOKS—INVENTORIES BY SUBJECTS
SENIOR HIGH SCHOOLS

SUBJECT	Greatest Number of pupils taking subject		Number of books		Per cent. increase books	Per cent. increase pupils	Books per pupil per subject		Number of books lost		Per cent. of books lost		
	1923	1924	1923	1924			Increase	1923	1924	1923	1924	1923	1924
Commercial Subjects.....	4,008	3,514	10,067	9,861	*20.6	*1.23	2.51	2.81	568	1,153	5.64	11.69	
English.....	7,020	7,320	38,017	38,123	106	4.27	5.42	5.21	2,296	4,297	6.04	11.27	
French.....	1,332	1,303	9,568	9,635	71	*2.17	7.18	7.39	545	705	5.70	7.32	
German.....	540	843	10,876	10,703	*17.3	56.11	20.14	12.7	275	587	2.53	5.48	
Greek.....			128	128									
Italian.....	209	272	494	700	*206	41.7	30.14	2.36	2.57	42	59	8.50	8.42
Latin.....	2,606	2,733	8,622	8,494	*128	*1.48	10.49	3.31	3.11	504	877	5.85	10.32
Mathematics.....	5,100	5,470	10,053	10,815	762	7.58	7.25	1.97	1.98	793	1,737	7.89	16.06
Science.....	2,953	3,771	8,321	8,788	467	5.61	27.7	2.33	2.33	821	659	9.87	7.5
Social Studies.....	4,485	4,720	9,757	10,679	922	9.45	5.24	2.26	2.26	588	1,316	6.03	12.32
Spanish.....	1,815	1,845	8,481	8,288	*192	*2.28	1.65	4.49	4.49	483	614	5.70	7.41
Music.....			6,240	6,060	*324	*5.19				267	828	4.28	14.00
Miscellaneous.....			3,451	3,552	101	2.93				62	524	1.80	14.75
Total.....	30,068	31,791	124,075	125,682	1,607	1.29	5.73	\$3.80	\$3.65	7,244	13,356	5.84	10.62

† JUNIOR HIGH SCHOOLS

Commercial Subjects.....												
English.....	916	1,017	897	976	79	8.81	11.02	.96	14	15	1.57	1.54
French.....	1,255	1,285	4,376	4,458	82	1.87	2.39	3.48	140	140	3.39	3.14
German.....	192	159	1,042	1,066	*.46	*4.41	5.43	6.26	61	31	6.04	3.11
Latin.....	15	10	487	517	30	6.16	32.47	51.7	3	25	5.66	4.83
Mathematics.....	674	690	1,113	1,096	*.77	*6.92	1.65	1.5	84	78	8.38	7.53
Science.....	1,485	1,471	1,924	1,957	653	33.94	*.94	1.04	113	163	5.89	6.33
Social Studies.....	582	621	953	1,095	142	14.9	1.64	1.76	8	31	8.1	2.83
Spanish.....	719	750	813	1,095	157	1.93	1.13	1.31	26	45	5.20	4.59
Music.....	414	369	1,310	1,326	16	1.22	*10.86	3.16	53	64	4.55	4.83
Miscellaneous.....			590	524	*.66				19	19	2.5	5.86
			79	62	*.17				18	17	22.78	2.56
Total.....	6,289	6,372	13,384	14,347	963	7.19	1.32	\$2.05	530	628	4.26	4.38

* Decrease.

† Excluding music and miscellaneous.

‡ Including only such books as are by tradition high school books, whether used in the eighth or ninth grade; many books used by these pupils are included in the elementary school list.

TABLE V (1923)—NUMBER OF BOOKS PER PUPIL, ACCORDING TO SIZE OF SCHOOL

SCHOOL	Enroll- ment (Not including kind 'g'n)	Number of books	Books per pupil	
			1923	1922
GRAMMAR SCHOOLS Average Enrollment				
2,000 and above—				
McKinley.....	2,139	17,768	8.31	9.01
*Robert Treat.....	2,087	22,068	10.57	9.87
Total.....	4,226	39,836	9.42	9.44
1,500-2,000—				
Ann Street.....	1,891	21,189	11.20	11.14
Belmont Avenue.....	1,511	17,653	11.68	13.42
Central Avenue.....	1,506	15,707	10.43	10.21
Fifteenth Avenue.....	1,612	16,178	10.04	10.26
Franklin.....	1,886	19,438	10.31	10.85
Lafayette Street.....	1,967	21,528	10.94	11.07
Oliver Street.....	1,595	14,265	8.94	9.52
Total.....	11,968	125,958	10.52	10.96
1,000-1,500—				
Abington Avenue.....	1,393	16,037	11.51	11.31
Avon Avenue.....	1,421	15,530	10.93	11.51
Bergen Street.....	1,495	17,427	11.66	12.20
Burnet Street.....	1,265	16,097	12.72	13.13
Charlton Street.....	1,222	18,144	14.85	14.73
*Cleveland.....	1,451	20,181	13.91	13.60
Eighteenth Avenue.....	1,242	17,986	14.48	14.72
Fourteenth Avenue.....	1,063	14,070	13.24	14.75
Garfield.....	1,180	15,101	12.80	13.11
Hawthorne Avenue.....	1,300	13,122	10.09	11.55
*Madison.....	1,314	14,783	11.25	11.01
Miller Street.....	1,434	17,417	12.15	12.77
Morton Street.....	1,482	15,885	10.72	11.28
Newton Street.....	1,481	16,569	11.19	11.61
Peshine Avenue.....	1,258	11,267	8.96	9.18
South Eighth Street.....	1,166	16,204	13.90	13.53
South Seventeenth Street.....	1,404	16,074	11.45	11.30
Webster Street.....	1,148	10,032	8.74	8.73
Wilson Avenue.....	1,479	17,523	11.85	12.38
Total.....	25,198	299,449	11.88	12.21
Below 1,000—				
Alexander Street.....	938	14,017	14.89	16.33
Chestnut Street.....	629	9,492	15.09	13.20
Elliott Street.....	939	9,637	10.26	11.64
Monmouth Street.....	860	13,682	15.91	15.32
Montgomery Street.....	821	11,310	13.78	14.30
Ridge Street.....	621	8,991	14.48	14.71
South Market Street.....	597	9,301	15.58	15.92
South Tenth Street.....	826	14,319	17.34	18.10
Summer Avenue.....	833	10,885	13.07	12.63
Sussex Avenue.....	852	11,709	13.74	14.16
Washington Street.....	637	10,093	15.84	16.07
Total.....	8,553	123,436	14.43	14.71

* Not including ninth grade.

SCHOOL	Enroll- ment (Not including kind'g'n)	Number of books	Books per pupil	
			1923	1922
PRIMARY SCHOOLS				
Including 7th Grade— Lincoln.....	417	7,643	18.33	19.37
Total.....	417	7,643	18.33	19.37
Including 6th Grade— Camden Street.....	997	11,442	11.48	11.92
Hawkins Street.....	688	7,404	10.76	10.74
Summer Place.....	310	4,388	14.15	15.37
Waverly Avenue.....	704	6,887	9.78	10.46
Total.....	2,699	30,121	11.16	10.60
Including 5th Grade— Roseville Avenue.....	326	5,645	17.32	16.47
South Street.....	816	6,006	7.36	7.55
Warren Street.....	744	6,630	8.91	9.35
Total.....	1,886	18,281	9.69	11.51
All Other Primary— Bruce Street.....	283	2,027	7.16	6.14
Dayton Street.....	65	1,062	16.34	18.23
Elizabeth Avenue.....	202	2,085	10.32	10.75
Lawrence Street.....	116	1,667	14.37	14.97
Speedway Avenue.....	289	3,919	13.56	11.83
Walnut Street.....	218	1,375	6.31	6.01
Total.....	1,173	12,135	10.35	10.38

TABLE V (1924)—NUMBER OF BOOKS PER PUPIL, ACCORDING TO SIZE OF SCHOOL

SCHOOL	Enroll- ment (Not including kind'g'n)	Number of books	Books per pupil	
			1924	1923
GRAMMAR SCHOOLS Average Enrollment				
2,000 and above—				
*Robert Treat.....	2,103	22,240	10.58	10.57
Total.....	2,103	22,240	10.58	9.42†
1,500-2,000—				
Ann Street.....	1,887	20,067	10.63	11.20
Belmont Avenue.....	1,530	15,218	9.95	11.68
Bergen Street.....	1,550	17,695	11.42	11.66
Fifteenth Avenue.....	1,601	16,094	10.05	10.04
Franklin.....	1,835	19,171	10.45	10.31
Hawthorne Avenue.....	1,707	13,684	8.02	10.09
Lafayette Street.....	1,927	22,512	11.68	10.94
McKinley.....	1,988	17,444	8.77	8.31
Miller Street.....	1,510	17,374	11.51	12.15
Oliver Street.....	1,607	14,581	9.07	8.94
Peshine Avenue.....	1,553	11,805	7.60	8.96
Total.....	18,695	185,645	9.93	10.52†
1,000-1,500—				
Abington Avenue.....	1,464	15,998	10.93	11.51
Alexander Street.....	1,003	13,257	13.22	14.89
Avon Avenue.....	1,418	14,583	10.28	10.93
Burnet Street.....	1,271	15,850	12.47	12.72
Central Avenue.....	1,477	15,308	10.36	10.42
Charlton Street.....	1,236	17,332	14.02	14.85
*Cleveland.....	1,419	19,201	13.53	13.91
Eighteenth Avenue.....	1,101	18,165	16.49	14.48
Fourteenth Avenue.....	1,075	13,753	12.79	13.24
Garfield.....	1,203	14,965	12.44	12.80
*Madison.....	1,331	15,204	11.42	11.25
Morton Street.....	1,485	15,259	10.28	10.72
Newton Street.....	1,451	15,854	10.93	11.19
South Eighth Street.....	1,174	15,594	13.28	13.90
South Seventeenth Street.....	1,431	15,537	10.86	11.45
Webster Street.....	1,109	9,022	8.14	8.74
Wilson Avenue.....	1,488	16,592	11.15	11.85
Total.....	22,136	261,474	11.81	11.88†
Below 1,000—				
Elliott Street.....	928	9,210	9.92	10.26
Monmouth Street.....	802	12,713	15.85	15.91
Montgomery Street.....	726	10,924	15.05	13.78
Ridge Street.....	620	8,225	13.27	14.48
South Market Street.....	618	9,256	14.98	15.58
South Tenth Street.....	860	14,269	16.59	17.34
Summer Avenue.....	843	9,482	11.25	13.07
Sussex Avenue.....	839	11,806	14.07	13.74
Washington Street.....	649	9,866	15.20	15.84
Total.....	6,885	95,751	13.91	14.43†

* Not including ninth grade.

SCHOOL	Enroll- ent (Not including kind 'g n)	Number of books	Books per pupil	
			1924	1923
PRIMARY SCHOOLS				
Including 7th Grade—				
Chestnut Street.....	618	8,660	14.01	15.09
Lincoln.....	440	6,881	15.64	18.33
Total.....	1,058	15,541	14.69	18.33†
Including 6th Grade—				
Camden Street.....	1,001	11,540	11.53	11.48
Roseville Avenue.....	344	5,513	16.03	17.32
Hawkins Street.....	755	6,893	9.13	10.76
Summer Place.....	301	4,267	14.18	14.15
Waverly Avenue.....	684	7,435	10.87	9.78
Total.....	3,085	35,648	11.56	11.16†
Including 5th Grade—				
South Street.....	823	5,854	7.11	7.36
Warren Street.....	786	6,752	8.59	8.91
Total.....	1,609	12,606	7.83	9.69†
Other Primary Schools—				
Bruce Street.....	302	2,092	6.93	7.16
Dayton Street.....	69	1,132	16.41	16.34
Elizabeth Avenue.....	192	1,787	9.31	10.32
Lawrence Street.....	70	509	7.27	14.37
Speedway Avenue.....	307	4,074	13.27	13.56
Walnut Street.....	215	1,332	6.20	6.31
Total.....	1,155	10,926	9.46	10.35

† Note: These totals are for the schools which constituted the respective groups in 1923. The differences are due to the transfer of schools from one group to another.

TABLE VI—BOOKS LOST PER PUPIL BY SCHOOLS IN FIVE YEARS

SCHOOL	Total net loss of books for five years (1919-1924)	Average number of books lost per pupil per annum
Barringer High.....	3,134	.3876
Central High.....	13,495	1.3261
East Side High.....	4,527	.8501
South Side High.....	4,838	.7044
Total.....	25,994	.8535
Cleveland Junior High.....	1,002	.5887
Madison Junior High.....	640	.5103
Robert Treat Junior High.....	573	.4685
Total.....	2,215	.53
Abington Avenue.....	3,551	.4954
Alexander Street.....	718	.1635
Ann Street.....	1,950	.2039
Avon Avenue.....	2,815	.3811
Belmont Avenue.....	2,556	.3218
Bergen Street.....	1,789	.2308
Bruce Street.....	16	.016
Burnet Street.....	3,328	.5116
Camden Street.....	1,206	.2212
Central Avenue.....	1,967	.2557
Charlton Street.....	476	.0724
Chestnut Street.....	722	.1926
Cleveland.....	4,585	.5673
Dayton Street.....	22	.0666
Eighteenth Avenue.....	1,433	.2295
Elizabeth Avenue.....	263	.221
Elliott Street.....	1,599	.3173
Fifteenth Avenue.....	1,115	.1329
Fourteenth Avenue.....	1,718	.2985
Franklin.....	2,321	.2397
Garfield.....	1,451	.2366
Hawkins Street.....	555	.1529
Hawthorne Avenue.....	832	.1277
Lafayette Street.....	6,651	.6615
Lawrence Street.....	324	.36
Lincoln.....	607	.2572
Madison.....	2,874	.4259
McKinley.....	3,134	.2789
Miller Street.....	2,179	.2954
Monmouth Street.....	1,228	.2641
Montgomery Street.....	909	.2154
Morton Street.....	4,766	.6083
Newton Street.....	1,181	.1465
Oliver Street.....	1,355	.1812
Peshine Avenue.....	534	.0874
Ridge Street.....	278	.0858
Robert Treat.....	3,652	.3261
Roseville Avenue.....	119	.0645
South Street.....	1,661	.3513
South Eighth Street.....	1,127	.1841
South Market Street.....	560	.1754
South Seventeenth Street.....	1,614	.2264
South Tenth Street.....	588	.1337
Speedway Avenue.....	37	.0224
Summer Avenue.....	1,014	.2433
Summer Place.....	56	.0332
Sussex Avenue.....	1,082	.2401
Walnut Street.....	343	.2608
Warren Street.....	246	.0584
Washington Street.....	971	.2745
Waverly Avenue.....	311	.0921
Webster Street.....	1,307	.2153
Wilson Avenue.....	4,698	.6224
Total.....	82,394	.2808

III. DEPARTMENT OF REFERENCE AND RESEARCH

1922-1923, 1923-1924, and 1924-1925

ELMER K. SEXTON

Assistant Superintendent of Schools

During the three years ending June 30, 1925, the activities of the Department of Reference and Research have been as follows:

- Reading Survey—all city schools.
- Nationality Survey—all city schools.
- Age-Grade Survey—all city schools.
- Language Survey in the 7A and 8A grades.
- Grammar Survey in the 8A grade.
- Evaluation of the compositions written in the January, 1922, examination by the 6A pupils, using the "Willing" Scale.
- Evaluation of the compositions written in the January, 1924, examination by the 8A pupils, using the same scale.
- A study of the whole subject of reading conducted through various committees.
- Otis Classification Test—certain schools.
- Thorndike Reading Test—certain schools.
- Spelling Test—certain schools.
- Stevenson Problem Analysis Test—fourteen schools.
- Arithmetic Test in common fractions and decimals.
- Cooperation with Winnetka in the study of the books read by children.
- Special testing in a number of schools of certain classes in certain subjects.
- Intelligence Tests given in the 8A classes of January and of June of each year.
- Construction of a kindergarten test and working out its validity and reliability as shown in the work of the first grade.

Since the survey in reading the teaching of this subject has changed and has greatly improved. Many teachers now have a different aim in the teaching of reading. Instead of having pupils simply call words, which prevailed in some cases, they aim to secure comprehension of what is read. This is already leading to a better understanding of literature, history, geography, etc., and more satisfactory results in the study of these subjects.

In the spring of 1924 a committee was organized for the study of the whole subject of reading. A general meeting was held for the discussion of the subject and a plan was formulated for the scientific study of the problems connected therewith. The following committees were appointed:

General Committee

The chairman and vice-chairman of each of the sub-committees constitute the general committee. This committee will receive the reports of the various sub-committees, and organize and coordinate them into one complete and related whole.

Committee on Aims in Reading

Alexander J. Glennie, Chairman, Miller Street School
Mary S. DeGarmo, Vice-chairman, Garfield School

Oral Reading Methods Committee

Thomas K. McClelland, Chairman, Alexander Street School
Jessie T. Doty, Vice-chairman, Robert Treat School

Silent Reading Methods Committee

Henry S. Hulse, Jr., Chairman, Eighteenth Avenue School
Mrs. Grace D. Bell, Vice-chairman, Fifteenth Avenue School

Committee on Primary Grade Materials

Claude L. West, Chairman, Newton Street School
Annie L. Beltaire, Vice-chairman, Morton Street School

Committee on Materials for the Upper Grades

John B. Hambright, Chairman, Maple Avenue School
Clara E. Romer, Vice-chairman, Franklin School

Experimental Committee

John S. Herron, Chairman, Lafayette Street School
Anna G. Schaefer, Vice-chairman, Cleveland School

Testing Committee

Harry F. Stauffer, Chairman, Franklin School
Lillian Keyler, Vice-chairman, Alexander Street School

Committee on References and Helps for Teachers

J. Alfred Wilson, Chairman, Oliver Street School
Emma Lehlbach, Vice-chairman, Ann Street School

We are now studying the types of reading. The first is simple straightforward reading for pleasure and understanding, and is the one most frequently found in the first three grades. The next type requires not only comprehension but organization and reproduction, such as the reading and study of geography, history, and some phases of literature or general reading. The reading in the third and fourth grades should have in mind at times the need of this type and lead to it both from general reading and in the early work in geography and history. The teacher should occasionally read with the pupils and so conduct the exercise that they gradually and unconsciously learn to study.

The next type is the critical reading required in exact interpretation, which coordinates well with composition—the study of the exact meaning or power of a word. This reading is best typified by mathematical problems, law, and descriptions of scientific and manual processes.

Another type of reading is that in which what is connoted is comprehended as well as what is denoted. This type should begin comparatively early and grow through the grades. It is used all through life. It is this type which makes the statesman of the reader of history. Coupled with the right moral training, it tends to make the moral man of the one who reads of the better activities of the human family, of honor, and of justice.

This study will be completed, with the exception of the Experimental Committee, and a report of the other committees submitted the early part of the fall of 1925.

The Nationality Survey is a stock-taking of the materials with which the public school has to deal. The survey was begun in the spring of 1922, but the complete results were not ready and published until 1923. The information collected has been of great benefit to us in indicating the kind of work done in the different types of schools and the difficulties which confront the schools in the teaching of the various subjects.

The Age-Grade Survey brings to us a knowledge of the condition of our schools with reference to acceleration and retardation. It shows us quite readily the number of pupils who are above grade, at grade, and below grade and is very helpful in understanding whether our course of study is well adapted to our conditions and whether our methods of teaching are meeting with the necessary success.

The Language Survey (correct usage) and the Grammar Survey were given at the same time. The pupils in the 7A and 8A grades were given a series of sentences containing miscellaneous errors, which were to be corrected. The test for the 7A pupils ended with the correction of the errors but the test given the 8A grade added also the reasons for the corrections. The results of the test showed that correct usage is very poor in schools attended by pupils from homes where English is not spoken or spoken imperfectly. It will be necessary for teachers to give this phase of English work close and persistent attention from the kindergarten to the eighth grade. The test in technical grammar revealed the fact that grammar has not been linked with correct usage. Technical grammar is of little value to the majority of those who study it unless it is applied to spoken and written language in an intelligent manner.

Evaluation of the compositions written in the January, 1922, examination by the 6A pupils was made by a committee of efficient language teachers headed by Principal Karl Schmidt. The Willing Scale, both as to form and quality, was used by this committee as a basis for scoring the compositions.

Teachers sometimes unconsciously adjust themselves to the poorer language conditions of the community, and accordingly estimate the value of a written composition higher than it would be estimated by

teachers in schools attended by pupils who hear and read good English at home. A comparison of the teachers' and the committee's ratings showed a variance between the two judgments on the class value (not individual value) of the compositions. The survey showed also where there should be a revision of judgment in estimating the value of compositions written.

The compositions written in the examination of January, 1924, by the 8A pupils were scored in the same manner by the same committee. The variance between the teachers' judgment and the committee's rating here, too, was quite marked in some cases. The results in the schools were not commensurate with the percentage of children coming from homes where good English was spoken, except in a very few cases. The schools with a small foreign element were not necessarily high, nor those with a large foreign element always low. The erratic condition was due in large part to differences in teaching.

The giving of the Otis Classification Test, the Thorndike Reading Test, the spelling test, and the testing of certain schools in intelligence, arithmetic (accuracy and reasoning), reading and English was for diagnostic and remedial purposes in the particular schools, and for the information of the Superintendent of Schools, especially in the case of the all-year and their companion schools.

To ascertain to what extent the lack of understanding of the conditions stated in problems caused the inaccurate results obtained in arithmetic and to ascertain to what extent this understanding of the problem becomes a matter of comprehension in reading, the Stevenson Problem Analysis Test in Arithmetic was given to fourteen representative schools. In connection with this test a list of ten words, such as are used in arithmetical problems, was given. These words were to be defined or used in sentences in such a way that the meaning was clear. The investigation disclosed very clearly that the apparent lack of understanding of the terms used in arithmetical problems is one of the causes which leads to ridiculous situations; that the child is too frequently required to solve a problem which is not in any way related to his experience. This latter phase affects the solution of more problems than the lack of comprehension in reading.

A test in common fractions and decimals was given in all schools in January, 1925. The results indicate quite clearly that some schools give proper attention to these two important topics, while in others the subject was neither well taught in the grade in which it should have been taught nor reviewed properly in the succeeding grades.

The Intelligence Tests in the 8A classes have been given twice during each year as heretofore for the purpose of classification in the high schools and for the purpose of advising the pupils with reference to the curricula which should be taken. All high schools do not appear to be classifying on this basis, however, but should be so doing so far as the multiplicity of curricula allow.

A Kindergarten Test was constructed for the purpose of properly grading these pupils in the 1B and of finding the pupils who are not yet able to do the first grade work. The percentage of failure in 1B grades throughout the United States is very great, double that of other grades. Thus failure confronts the child when it should not and children whom we know will not be able to do the work of the first grade should be given work which their ability and development indicate they could do.

This test was put into operation during the year 1922-1923, and after the pupils who took the examination had been in the first grade five months their success was reported in five groups, three groups of success, and two groups of failure. This gave us a means of estimating the validity of the test with a view of revising the test and including only such parts as were most valid and reliable. After a try-out period the test was simplified and revised, and this revision given and checked as was the first test. When further results have been obtained the test will probably be standardized.

The pupils receiving a score below a given figure could then be classed together and form what might be called a sub-primary or connecting class, where the activities of the kindergarten are continued and the pupils slowly introduced to reading. These pupils will be promoted to the first grade. The defective pupils, as well as border-line cases, will all be found in this class.

IV. ATTENDANCE DEPARTMENT
CHARLES A. MACCALL, *Supervisor*
For the Year 1922-1923

Principals of public schools reported 48,070 cases of absence, non-attendance and truancy for investigation by the department during the year. After careful investigation by the officers of the department the final disposition of these cases was as follows: 35,633 pupils were returned to the regular graded schools from which they were reported; 2,562 were granted "age and schooling" certificates and allowed to leave school to engage in some lawful occupation other than school; 1,438 were found to have moved out of the city; 231 were found to be too ill to attend school; 751 were found to have left the public school and were enrolled in private and parochial schools, and the remainder, having reached the age of sixteen years and the end of their compulsory period, had left school.

The department has engaged in an effort to increase the efficiency of the very important work of "child accounting" during this year. Not only have transfers from one public school to another been checked up and verified but transfers from public to private and parochial schools have received the same careful attention. Families who have moved from the city have been traced to their new homes and the enrollment of their children has been certified to by the school authorities of the city to which they have moved. Many families move without leaving any information with the school as to their new addresses. These have been carefully traced and the new addresses secured wherever possible. Children who have become sixteen years of age, whether working under the authority of "age and schooling" certificates or leaving school for the first time, have been compelled to furnish legal proof of age. Such proofs of age, when certified by the Supervisor of Attendance, serve to assure employers of their safety in employing such children.

Children who were reported to be incapacitated by illness, mental or physical, were referred to the Medical Inspection Department for examination and certification as to their fitness to attend school. This entails an enormous amount of detail work, not only upon the attendance officer in the field but also upon the clerical staff. It is justified, however, by the greatly increased efficiency in the enforcement of the Compulsory Education Law.

Attendance officers made 9,159 visits to public schools during the year. This number includes visits of officers to the continuation schools. They also made 1,476 visits to parochial and private schools, and 84,722 visits to homes of pupils, including 11,039 visits to homes of pupils enrolled in continuation schools.

Cases of absence, non-attendance and truancy to the number of 1,807 were reported to the department by principals of private and

parochial schools and by individuals not directly engaged in school work. Of this number 1,732 pupils were returned to the schools from which they had been reported, and 75 were found to have entered public schools.

As in former years, ignorance, neglect and greed upon the part of parents caused the greatest number of absences reported to the department. Of the whole number of cases, 20,075 cases or 41.9% were definitely determined as having been directly attributable to such causes. This great number of cases reported does not mean that there are 20,075 families in Newark who are too negligent or ignorant to realize the value of education and who are responsible for the absence of their children. No exact figures are at hand to show the actual number of families involved but a fair estimate would place the number at about 2,500. A great number of pupils are reported several different times during the year. Very often this occurs to several children in the same family.

It is universally admitted by all authorities who have made a study of this type of parent that prosecution with its attendant fines or imprisonment may prove temporarily beneficial in a given case, but it never solves the problem. The only method which seems to be at all effective is the continual following up of such cases, giving encouragement where possible and striving to help both parents and children to gain a little degree of competence, if that is at all possible where such gross incompetency exists. Much can undoubtedly be done by creating a close community spirit in the school itself through general appeals to the parents and others interested. Parent-teacher associations and the like can bring a wonderful influence to bear upon careless parents as they have many avenues of approach which are practically closed to the attendance officer who is usually looked upon by such parents as merely an instrument of the law to be feared or defied as the case may be. The slogan of such organization could well be "a seat for every child and every child in school every day."

Lack of clothing and shoes was not as large a factor in absences as has been the case in former years. Only 650 of such cases were found and in every case clothing was furnished and shoes procured through the appropriation which was made out of the regular tax budget by the Board of City Commissioners for that purpose. This fund is placed at the disposal of the Attendance Department through the courtesy of the Mayor and each order for shoes is personally signed by him.

Illness other than that caused by contagious diseases was found to be the cause for absence in 13,290 or 27.6% of the whole number of cases reported during the year. This vast number of cases of illness which must be dealt with by the attendance officers would seem to indicate the desirability of attendance officers being given more knowledge of the correct methods of handling such cases promptly and with the best possible results. They should have an accurate knowledge of all

the public facilities for caring for children's diseases and should be able to secure the proper assistance where such assistance is needed. If a child is found to be ill and is not being treated by a physician, the attendance officer should, and he or she does usually, see that such treatment is secured for the child without delay. If the parents are without means to employ a physician the city will give relief through the public district physician and the visiting nurses' association will supplement such aid when needed.

A very prominent physician, one time health officer of a large city in this country who has served as a member of the Board of Education of that city for a number of years and who has made an exhaustive study of the health and well being of school children, advocated at the last meeting of the National League of Compulsory Education Officials that every attendance officer be given at least a three months' course of training in matters pertaining to the health of school children. Such a course would provide them with a knowledge which would enable them to furnish much valuable aid and advice in the matter of health, such as the proper hygienic conditions under which the child should live while ill. There is little room for doubt that if such a course were provided for attendance officers in this city they would gladly accept it as a great aid to them in their work. There is also no doubt but that much duplication of work which is now necessary between the Attendance Department, and the Medical Inspection Department might be avoided with no loss of efficiency.

The application for and granting of 2,562 "age and schooling" certificates was responsible for 5.3% of the whole number of cases dealt with by the department. Each of these cases entails visits to the home, the school and the prospective employer before the final granting of the certificates. Much care must be taken in checking up and verifying the proof of age and the educational qualifications of the applicant as well as investigating the kind of employment which the child desires to enter. In cases where investigation shows that the prospective employment might be injurious to the health or morals of the child, advice is given to the child to decline such employment, and an effort is made to secure proper employment. Compulsory attendance at continuation schools has made it very difficult for children between the ages of fourteen and sixteen years to secure employment other than in "blind alley" occupations. Many employers of children who offer occupations which give opportunity of advancement refuse to allow their employes to spend one day each week away from their work, and therefore they will employ only those who are above the age of sixteen. Of necessity this makes it very much more difficult for a child under sixteen years whose wages are needed for the support of the family to procure suitable employment.

Quarantine was the cause of absence of 6,249 or 13% of the cases reported. In these cases a record was kept at the time quarantine was placed upon the different families and pupils were returned to school

as soon as possible after the lifting of the quarantine by the health authorities.

Real truancy, i. e., absence without the knowledge or the consent of parents, was found to be the cause of 1,643 or 3.5% of the cases reported. While the number of truants is comparatively small the problem of dealing wisely and efficiently with them is great. In many cases a summons to the office of the department and consequent placing of the truant on probation to report to the Supervisor or his assistants every day at the close of school with a card showing that the pupil had attended school that day and that his conduct was satisfactory has affected a temporary remedy if not a cure. All else failing to cure the truancy, parents were compelled to make complaint in the Juvenile Court alleging that the child had gone beyond their control and was apparently incorrigible. After trial in the Juvenile Court such truants were placed on probation to the county probation officer or were sent by the Court to city or state institutions.

Absence or truancy from continuation schools accounted for 2,163 or 4.5% of the cases reported. These figures do not mean that 2,163 pupils were illegally absent from the continuation schools for many pupils were repeatedly absent and reported to the department. In nearly every one of such cases the pupils, after much endeavor on the part of the attendance officers detailed to these schools, were returned to school and forced to make up the time lost through their absences.

It was found necessary to summon 1,726 parents to the Police Court during the year because of violation of the Compulsory Education Law. All of these parents appeared before the Supervisor or his assistant sitting in the place of and by permission of the Judge of the Criminal Court. The loss of work and consequent loss of pay for the day spent in answering the court summons and the glimpse obtained of the legal machinery of the court together with the admonition received by them was generally successful in causing the parents so summoned to realize their responsibility toward their children and to end the violation. It was necessary, however, to make formal complaint and issue warrants for the arrest of 44 parents, all of whom were convicted and either fined or placed on probation.

Personal interviews were held by the Supervisor and his assistant, Eugene J. Sheridan, with 13,102 parents and at least an equal number of pupils during the year. All of these parents and pupils were summoned to the office of the department for such interview because of some infraction of the rules of the schools or because of some misconduct. These cases are really disciplinary cases and their number has assumed such great proportions that they have added about 100% to the work of the Attendance Department. These interviews are of the nature of hearings at which the parent is summoned, together with the child, to be informed of the charges made against the child by the principals or teachers at whose school they attend.

Parents are given an opportunity to voice their side of the case and finally they are advised as to their legal duty toward their children and the school and admonished to prevent further infraction of rules or misconduct of their children while at school. One interview with each parent is usually sufficient to affect a cure, but in many cases repeated interviews are necessary before the evil is cured or final action taken.

Principals of public schools recommended 263 boys for transfer to ungraded schools: Each of these cases was carefully investigated, each boy was examined at the clinic of the Medical Inspection Department, and a careful record made of his physical and mental condition. Parents were consulted and the boys personally interviewed by the Supervisor or his assistant, Mr. Sheridan. As a result of these consultations and investigations 73 boys, who had been given trials at two or more graded schools in accordance with a rule of the Board of Education and had not improved their conduct, were transferred to ungraded schools; 6 boys were committed to the City Home upon written application of their parents; 122 boys were transferred for trial at other graded schools than the one from which they were recommended; and 62 boys were re-instated for further trial at the school at which they attended.

Newark is particularly fortunate to have as a part of its educational system three most efficiently conducted ungraded schools. The work of reformation which is accomplished at these schools is truly remarkable. Boys who have been given every opportunity to conduct themselves properly in not only one but often in a number of regular graded schools and have failed miserably; and boys whom the influence of the regular class teachers failed utterly to reach are sent to one or the other of these ungraded schools and in a marvelously short time are turned out as model pupils. They are returned to regular class rooms and give no further trouble during their school life. In some cases boys who are transferred to these schools do not desire to return to regular graded classes and they attend these schools regularly, do their work diligently, and conduct themselves in a proper manner until they have finished their compulsory school period.

There is a fine school spirit established at each of these schools and the pupils are in constant competition in the matter of securing the highest per cent of attendance. During this year the per cent of attendance at each of these schools was higher than any other school in the city. It would be a matter of great economy to the school system and to the taxpayers of this city to build and establish more of such schools in various parts of the city. Many boys who might be saved if sent to these schools now become institution cases and must be supported by the city or state because of lack of room for them in these schools. Many boys are being carried along in the regular graded schools who, because of their unfitness for regular graded class work, are simply drifting from bad to worse needlessly using the

time and energy of the regular class teacher and thereby lessening the efficiency of the class work as a whole. I have great hope that a new building large enough to accommodate three classes will be built in the near future, and that the Academy Street class may be transferred thereto. This will help greatly but there is urgent need for the establishment of additional ungraded schools at once.

Suspensions of 191 pupils were referred to the department for investigation and recommendation during the year. Every case was investigated thoroughly, a physical and mental examination was made of each pupil by the Medical Inspection Department and a report of such examination was made to the Supervisor of Attendance. Home conditions were carefully noted and parents were interviewed. In the physical examination of these pupils many remediable defects were found and pointed out to the parents with the direction that such defects be treated at once or action might be taken to force suitable treatment. Many cases of diseased tonsils, adenoids and defective vision have been discovered and proper medical or surgical treatment secured through this method of procedure.

As a result of the investigations made in these cases the following recommendations were made for their disposition: 38 pupils were re-instated for further trial at the school from which they were suspended; 140 were transferred to other graded schools; 3 were transferred to ungraded schools after having been given a trial at some school other than the one from which they were suspended; 4 were transferred to Binet Schools; 4 entered parochial or private schools; 2 were committed to the Newark City Home.

School Census. The continuous school census has been maintained during the year, and has been of great value not only in aiding the attendance officers in tracing children who have moved during the year without furnishing any information as to their new address, but it has also been of service in determining the growth in population of various sections of the city. This information is of great importance in formulating a comprehensive and sane building program. A much greater efficiency could be had if an officer might be appointed to supervise and direct the work of the various units of pupils who comprise the school census corps. It is found that principals and teachers are usually too busy to give the proper amount of time and attention to these census corps and the pupils soon lose interest when not properly supervised or directed. The expense involved in such appointment would be very small when compared to the cost of a school census enumeration taken in any other way. No Attendance Department can function efficiently without being able to know where the children of school age reside and what school they are supposed to attend. It is not so important to be able to tell how many children there are as it is to be able to know where they are and what they are doing. The only method of securing such knowledge is through a continuous school census and the more efficient that school census is

made the more efficient the work of the Attendance Department will be. I would most respectfully recommend that the appointment of an officer to take charge of this census be made in the near future.

Public School Safety Patrol. During this, the eighth year since its organization, the Public School Safety Patrol has functioned more efficiently than ever before. As the traffic increases on our public thoroughfares the value of and the necessity for the maintenance of safety patrols at all of our schools, both public and parochial, become more and more evident. The splendid results of their work can be plainly seen in the fact that although the records of the Police Department show an increase in the number of persons killed or injured on the streets of this city not one pupil was injured or killed while the safety patrols were on duty at the schools.

This year has been a particularly difficult one for patrols which are located at schools where additions were in course of erection. The accident hazard is greatly increased at such schools because contractors are allowed to store their building materials on the sidewalks and the children are compelled to use the street on their way to and from school. The patrols have been very alert, however, and as a result not one accident has been reported due to this cause.

There has been an increase in the number of members of the Public School Safety Patrol during this year. There are now twelve hundred boys and three hundred girls engaged in this work. The reason for this increase was the necessity of spreading out further from the school house so that boys are now stationed on duty at street crossings two and even three blocks away from the school in order to further protect the pupils from accidents through traffic.

Particular attention has been paid during the year to the extinguishing of bonfires started by children in the streets and vacant lots. Reports have been received and verified of the extinguishing of three hundred and twenty-five such bonfires. The result of this work is shown in the fact that not one fatality has been recorded at Police Headquarters as having been caused by bonfires during the entire school year. The safety patrol is justly proud of this record which clearly demonstrates of what great service to the community the patrol can be in preventing accidents and injuries to children through agencies other than traffic.

Safety Patrol Officer Felix Dunn made 550 inspections of safety patrols while they were on duty and held 236 meetings with patrols at the various schools and addressed the entire school population of this city including pupils and teachers on the subjects of "Safety First" and "Fire Prevention." He also made six talks on the Schaeffer prone pressure method of resuscitation and demonstrated the same. At an exhibition held in connection with an inter-city meet of the Rotary Clubs of New Jersey two safety patrol boys gave a demonstration of safety patrol work which received much favorable comment.

One hundred ten meritorious acts of life saving performed by ninety-nine members of the safety patrols were reported to the office of the Attendance Department during the year. All statements concerning these acts were investigated by Officer Dunn and verified by adult witnesses. The annual distribution of awards was held at a theatre party at which all members of the safety patrols were present on June 30. Medals were awarded to the members of the Garfield School Safety Patrol by the Board of Education and a silver cup was presented to the school by the Newark Lodge of Elks as prizes for having maintained the greatest efficiency during the entire school year. Mayor Breidenbach and Superintendent of Schools Corson made the presentations and addressed the patrols.

During the year patrols were organized in 15 parochial schools thereby adding 300 new members to our patrol system.

The Fife, Drum and Bugle Corps had the busiest year since its organization. There were 104 lessons given to the members in Burnet Street School: 52 lessons for the advanced class and 52 lessons for the beginners' class. The enrollment at the beginning of the year was 65 for both classes, and during the year an additional 112 boys were admitted.

The organization appeared in public twelve times during the year—at eight of which they led parades of the safety patrol to theatre parties and at four others took part in military and civic parades. In addition they played at eight playgrounds during the summer months.

This corps was organized in September 1919 and since then it has been of great assistance to the work of the safety patrols. The boys who remain in this corps receive a musical education which is of great value to them. Within the last year three boys have left school to go to work and are now playing drums in our local orchestras.

Special Investigations. Special Investigator John Hartford has been exceedingly busy during the year. He has been successful in clearing up many cases of vandalism, petty stealing and burglary in the school system. In some of the cases detection of the culprits and summons to the office of the department have caused restitution to be made and proper punishment to be meted out while in others more drastic action through the courts has been necessary.

The following summary gives an idea of the extent of his work and also proves the value and necessity of his assignment:

TABLE I

Schools Visited By Investigator	No. times visited	No. of robberies	No. cases petty stealing	No. cases of vandalism and destruction school property	No. cases sex immorality	No. cases of distribution of indecent and immoral literature among pupils	No. cases of children running away from home	No. cases referred where- in personal property of pupils was involved	Night supervision of schools to apprehend culprits	No. investigations made where money was stolen by pupils outside school
Barringer High.....	21	1	10	---	1	2	---	7	---	---
Central High.....	45	---	20	---	---	---	1	17	7	---
East Side High.....	21	---	12	---	---	---	---	9	---	---
South Side High.....	22	---	11	---	---	---	---	11	---	---
Abington Avenue.....	4	---	---	1	---	---	---	1	2	---
Alexander Street.....	2	1	1	---	---	---	---	---	---	---
Avon Avenue.....	1	---	---	1	---	---	---	---	---	---
Bergen Street.....	3	1	1	---	---	---	---	1	---	---
Boys' Continuation.....	4	1	---	3	---	---	---	---	---	---
Binet School No. 1.....	5	2	3	---	---	---	---	---	---	---
Binet School No. 2.....	6	---	4	---	---	---	---	1	1	---
Binet School No. 3.....	6	---	3	---	1	---	---	---	2	---
Bruce Street.....	5	---	3	---	---	---	---	---	2	---
Burnet Street.....	9	---	4	---	---	---	---	3	2	---
Camden Street.....	4	1	---	2	---	---	---	---	1	---
Central Avenue.....	21	---	4	---	14	---	---	1	2	---
Charlton Street.....	4	---	---	4	---	---	---	---	---	---
Chestnut Street.....	7	1	5	---	---	---	---	---	1	---
Cleveland.....	3	1	---	---	---	---	---	---	2	---
Elliott Street.....	5	1	---	---	---	---	---	---	4	---
Fourteenth Avenue.....	5	1	3	---	---	---	---	---	1	---
Franklin.....	7	---	---	---	3	2	---	---	2	---
Fifteenth Avenue.....	3	---	2	---	---	---	---	1	---	---
Garfield.....	3	1	2	---	---	---	---	---	---	---
Girls' Continuation.....	7	1	6	---	---	---	---	---	---	---
Hawthorne Avenue.....	3	---	3	---	---	---	---	---	---	---
Hawkins Street.....	3	1	2	---	---	---	---	---	---	---
Lafayette Street.....	4	---	1	---	1	1	---	---	---	1
Lincoln.....	4	1	3	---	---	---	---	---	---	---
Madison.....	4	1	3	---	---	---	---	---	---	---
Morton Street.....	5	---	5	---	---	---	---	---	---	---
Miller Street.....	1	---	1	---	---	---	---	---	---	---
McKinley.....	7	---	5	2	---	---	---	---	---	---
Monmouth Street.....	3	3	---	---	---	---	---	---	---	---
Montgomery Street.....	4	---	2	1	1	---	---	---	---	---
Newton Street.....	6	---	4	---	2	---	---	---	---	---
Peshine Avenue.....	2	---	1	1	---	---	---	---	---	---
Ridge Street.....	2	---	1	---	---	---	---	1	---	---
Roseville Avenue.....	3	---	3	---	---	---	---	---	---	---
Robert Treat.....	4	---	4	---	---	---	---	---	---	---
South Street.....	3	---	3	---	---	---	---	---	---	---
South 8th Street.....	5	1	3	1	---	---	---	---	---	---
South Market Street.....	1	1	---	---	---	---	---	---	---	---
South 17th Street.....	6	1	3	2	---	---	---	---	3	---
South 10th Street.....	4	1	---	---	---	---	---	---	1	---
Speedway.....	2	---	1	---	---	---	---	---	3	---
Summer Avenue.....	4	1	---	---	---	---	---	---	---	---
Seymour Vocational.....	3	1	2	---	---	---	---	---	---	---
Sussex Avenue.....	7	1	2	---	---	4	---	---	---	---
Warren Street.....	3	---	3	---	---	---	---	---	---	---
Washington Street.....	1	1	3	---	---	---	---	---	---	---
Waverly Avenue.....	1	---	1	---	---	---	---	---	---	---
Webster.....	1	---	---	1	---	---	---	---	---	---
Wilson Avenue.....	7	1	6	---	---	---	---	---	---	---
Medical Inspection Dept.....	1	---	1	---	---	---	---	---	---	---
Total.....	330	28	160	19	23	9	1	53	36	1

In addition to the above cases Officer Hartford investigated the cases of 60 pupils who were suspected of attending the elementary and high schools in this city while being residents of other municipalities. In almost every case the pupil was found to be a non-resident and was either forced to pay tuition or to attend school in the district in which he or she resided.

Money collected for damage to school property, etc.....	\$ 539.85
Stolen merchandise recovered.....	498.76
Money recovered and returned to principals.....	127.25
Total	\$1165.86

For the Year 1923-1924

There was a slight decrease in the per cent of attendance during this year compared with that of last year. The total per cent during this year was 91, while that of last year was 91.1, showing a loss of one-tenth of one per cent. This loss was directly due to an epidemic of measles of the so-called German type which swept through various districts of the city and was the means of preventing thousands of children from attending school. This fact is in part evidenced by the great increase in the number of days lost through quarantine during this year in comparison with last year. In 1922-1923, 49,691½ days were so lost, while during this year 60,568½ days were lost, showing an increase of 10,877 days or over 20%.

The total number of days present was 13,344,150, while that of the previous year was 13,340,861—a gain of 3,289 days, showing that while there was a slight drop in per cent of attendance there was still a slight gain in days present. This gain denotes further increase in the amount allotted from the state funds for actual days present.

The total number of days absent for all causes, legitimate and illegitimate, was 1,316,809, while that of the previous year was 1,298,913, an increase of 17,896 due, as has been above stated, to an epidemic of measles.

The Attendance Department investigated 41,986 cases of absence, truancy and non-attendance reported by principals of public schools. Final disposition of these cases was as follows: 34,805 pupils were returned to regular graded schools at which they were enrolled; 2,394 were granted "age and schooling" certificates and were legally employed; 1,645 moved out of the city; 225 were found to be too ill to attend school; 672 were found to have left public schools and enrolled in parochial or private schools, and the remainder, having reached the age of sixteen years and the end of their compulsory period, had left school.

The total number of pupils reported by principals and returned by the Attendance Department seems at first glance to be very great.

The fact is that the majority of these cases are repeaters who must be rounded up time after time before they are kept in regular attendance. The per cent of individual cases as compared with the total enrollment is very small. Lack of sufficient clerical force has prevented as close an application of "child accounting" as is desirable, but the work has been continued during the year in as efficient a manner as is possible under the circumstances. I would most respectfully recommend that at least two additional clerks be added to the clerical staff in order that the work of keeping track of all children of school age can be more successfully carried on.

Attendance officers made 8,267 visits to public schools during the year, including 769 visits to continuation schools. They also made 1,459 visits to parochial and private schools; and 86,206 visits to homes.

Cases of truancy, absence and non-attendance numbering 1,647 were reported by principals of parochial and private schools and by others not directly connected with any particular school. Of such pupils 1,414 were returned to the school from which they were reported; 154 were found to be attending public schools; and the remainder had left school to be legally employed or had moved from the city.

Analysis of the reports of investigations made by attendance officers shows that absence caused by the negligence and carelessness of parents is still the hardest problem that confronts the Attendance Department. About 39% of the total number investigated, or 17,032 cases, were found to be due to such parental neglect. The Department has continued its course of striving to educate rather than to coerce these parents. Because of their frequent visits to the homes they have a better opportunity to preach the gospel of education to the people most needful of it than any other group of school officials and they should have better training in welfare work in order to efficiently perform this most important duty.

I most heartily recommend that in the future applicants for examination for the position of attendance officer be required to have completed a four year course in high school and that due allowance be made both in the qualifying examination and on the salary schedule for post high school graduate work. In many cities appointments to the Attendance Department are made from the teaching staff of public schools and credit is given such teachers for the time spent in this work when they return to class teaching in the same manner as if they had remained in the class room. A period of time spent in the attendance service would, beyond all question, broaden the outlook of teachers and increase their efficiency in class room work. I would recommend that some such plan be tried in this city as I am thoroughly convinced that it would not only increase the efficiency of the Attendance Department but that it would have a beneficial effect upon the entire school system.

The great majority of parents are eager to cause their children to partake of the benefits of free public education, but there is always a percentage of them to whom the idea of the value of such education must be sold or on whom, if necessary, the law must be enforced. Otherwise they would allow their children to grow up in ignorance of the best things in life and thereby become a great moral menace to the community. It would seem therefore that it is of the utmost importance that such parents be convinced of their mistaken attitude and that the only force which can successfully accomplish this is the attendance service.

Personal illness other than that of contagious diseases accounted for 12,344 or approximately 28.2% of the cases investigated. Careful following up of these cases was necessary in order to secure the attendance of the pupils at the earliest possible moment after their recovery. Lack of proper clothing and shoes caused 548 or about 1.5% of the cases. It is greatly to the credit of the attendance officers that in all of these cases suitable clothing and shoes were secured and the pupils returned to school with a minimum lapse of time. Applications for "age and schooling" certificates accounted for 2,394 or 5.5% of the total number. It is very important that these cases be thoroughly investigated and the proper advice administered if the child who leaves school and goes to work is to profit in after life from the education he or she has received. The wrong kind of employment will do much toward vitiating all of the mental, moral, and physical benefits already received and will kill all ambition for further study and advancement. The Supervisor has endeavored to impress upon all of the attendance officers the tremendous responsibility which their investigation and advice carries when dealing with these cases. About 3.8% of the children, or 1,645, were found to have moved from the city. In each of such cases a tracer is sent to the new address and in a great majority of cases the pupil is found and entered in school in their new city. Quarantine was responsible for 5,692 cases or 13%. All of the pupils involved in these cases were returned to school immediately after the lifting of the quarantine by the health officer. Real truancy was the cause of 1,619 or 3.6% of the cases reported. Truancy is the result of varied causes—real or fancied dislike for or grievance against the teacher, dislike of the school and environment, inability to keep up with the regular class work, general dislike of all book learning or of some special subject, the call of the open, a natural impulse to enjoy the fullest of freedom, an ingrained hatred of the restraint of the class room. Every case of chronic truancy is a separate and distinct problem and must be thoroughly and tactfully investigated in order to discover just what particular cause is behind it. When such discovery is made, a wise adjustment must be had in order to effect a cure. In many cases it seems impossible to get at the source of the trouble and nothing is left but to remove the child from its home environment and send it to some institution such as the

City Home. This is sometimes done through complaint of the parent to the Juvenile Court and often through application of the parent to the Supervisor of Attendance who has been given power to commit to the City Home pending acceptance by the Commissioner of Public Works.

Pupils of the Boys' and Girls' Continuation Schools are responsible for 2,369 or 5.4% of the cases. Children between the ages of fourteen and sixteen years who have obtained "age and schooling" certificates and who have secured employment rebel at the law which provides for six hours' attendance each week at a continuation school. They use every means in their power to evade the law and seldom attend unless practically forced to do so. The work of keeping these pupils in regular attendance has occupied the full time of one male and one female officer during this year and the results have been very gratifying. I know of no other continuation schools in the country whose per cent of attendance has been as great or greater than at the schools in this city.

Parents to the number of 1,816 were summoned to the First Criminal Court for a hearing before the Supervisor or his assistant. At these hearings the parent is given an opportunity to explain the reason for his or her child's absence. The attendance officer handling the case is present to give his or her version and at the conclusion the parent is generally warned that a future dereliction will result in an arrest and arraignment on the charge of violating the Compulsory Education Law. Of the 1,816 parents who appeared for hearings it was only found necessary to make formal complaint against 85, all of whom were convicted, fined, sent to jail, or placed on probation. It was also found necessary to prosecute 6 parents under the Child Welfare Act, because of their refusal to properly provide for their children.

The disciplinary work of the Attendance Department has grown to great proportions during the past few years. All cases of pupils suspended from school or formally recommended for transfer to an ungraded school must be adjusted, as well as thousands of other cases of less serious breaches of school discipline. In this work 16,976 personal interviews with parents, and an even greater number of interviews with pupils, were held in the office by the Supervisor and Assistant Supervisor Sheridan. This is an increase of over 3,500 such interviews over last year. If such an enormous amount of this work is to be efficiently and effectively handled it will be absolutely necessary for the Supervisor to recommend the appointment of another assistant supervisor. It is almost a physical impossibility for two officials to give each case the time and attention which is required in this very important phase of the work of the department.

Whenever a principal finds himself or herself unable to cope with the mischievousness or disorderly actions of a pupil, a notice to that effect is sent to the Supervisor of Attendance, sometimes through the

Superintendent of Schools but more often directly to this office. An interview is arranged for between the parent, the pupil, the attendance officer, and the Supervisor or his assistant. After hearing both sides of the case the Supervisor must find an adjustment which will work out satisfactorily. In some cases the pupil is taken from the school in which he has made trouble and sent to another school in a different environment. Other pupils are placed on probation and returned to their proper schools. Frequently it is found that a transfer from one class to another in the same school gives the desired result. If the pupil seems to be mechanically inclined, a transfer to a school in which he will get more manual work is found helpful. Each individual case must be carefully studied, requiring in the aggregate a vast expenditure of time and energy. There is, however, in my opinion no more important work in the whole school system. If it is to be as effectively accomplished as it should be, more trained help is necessary immediately.

Principals of public schools recommended 264 boys for transfer to ungraded schools during the year. Inasmuch as the maximum capacity of all of the ungraded schools at this time is 100 boys, it can be readily seen that it was necessary to choose the cases of pupils who seemed to be utterly unfitted for regular classroom work for such transfer. After a careful investigation, which included an interview with the parents, a report from the attendance officer as well as the principal, and a report from the Medical Inspection Department as to the physical and mental condition of each boy, 74 such boys were so transferred; 9 boys were, at the request of their parents, sent to the Newark City Home; 130 boys were transferred to schools other than the one in which they had had trouble; and 51 boys were given another trial at their proper schools.

I desire to again voice a plea for the establishment of more of these ungraded schools because of their economy and the excellent results which are attained through their work.

A total of 196 pupils were suspended by principals during this year. Of this number 168 were, upon recommendation of the Supervisor to the Superintendent of Schools, transferred to schools other than the one from which they were suspended, after the usual investigation, physical and mental examination and reports had been carefully made. The remaining 28 pupils were re-instated in the schools from which they were suspended.

The table on page 268 gives the number of pupils suspended and recommended to ungraded schools from each school and also shows the number of such cases transferred to each school:

TABLE I

SCHOOL	RECOMMENDATIONS		SUSPENSIONS	
	Sent From	Transferred To	Sent From	Transferred To
Avon Avenue	1	1	9	2
Abington Avenue	2	0	18	8
Academy Street Ungraded.....	0	0	0	5
Alexander Street	0	0	2	0
Alyea Street Binet.....	0	3	0	0
Ann Street	8	9	1	1
Barringer High	0	0	3	0
Belmont Avenue	8	2	1	4
Bergen Street	0	0	7	1
Boys' Vocational	1	3	1	2
Bruce Street	0	0	0	0
Building Trades	0	0	0	1
Burnet Street	27	22	7	8
Camden Street	0	1	3	2
Central Avenue	11	8	11	7
Central High	0	0	0	2
Charlton Street	0	2	0	0
Chestnut Street	7	4	0	0
Chestnut Street Ungraded.....	0	4	0	4
Cleveland	3	2	5	6
Coes' Place Binet.....	0	1	0	3
Dayton Street	0	0	0	0
East Side High	0	0	1	2
Eighteenth Avenue	3	3	1	5
Elizabeth Avenue	0	0	0	0
Elliott Street	4	0	2	1
Fifteenth Avenue	2	1	9	3
Fourteenth Avenue	0	0	6	3
Franklin	1	4	6	9
Garfield	3	2	0	3
Girls' Vocational	0	0	0	0
Hawkins Street	0	0	4	0
Hawthorne Avenue	1	2	2	5
Lafayette Street	14	8	6	1
Lawrence Street	0	0	0	0
Lincoln	2	1	1	0
Madison	0	0	3	1
McKinley	47	47	23	11
Miller Street	4	4	3	0
Monmouth Street	0	0	0	2
Montgomery Street	0	1	4	2
Morton Street	0	1	7	1
Newton Street	0	4	9	2
Oliver Street	11	7	0	0
Peshine Avenue	3	1	0	1
Ridge Street	0	3	0	4
Robert Treat	14	2	0	5
Roseville Avenue	0	0	0	0
South Street	0	1	2	0
South 8th Street	0	0	0	1
South Market Street	0	1	5	2
South 17th Street	4	4	0	7
South Side High	0	0	4	2
South 10th Street	0	1	0	1
South 10th Street Ungraded.....	0	7	0	10
Speedway	0	0	1	0
State Street Binet.....	0	1	0	3
Summer Avenue	1	1	15	5
Summer Place	0	0	0	0
Sussex Avenue	0	1	0	3
Walnut Street	0	0	0	0
Warren Street	0	3	0	2
Washington Street	0	1	0	0
Waverly Avenue	0	1	7	0
Wilson Avenue	6	3	0	4
Webster Street	81	69	7	8
City Home	0	9	0	10
"Age and Schooling".....	0	4	0	6
Overage	0	2	0	1
Moved	0	5	0	7
Parochial	9	2	0	5
Permanent	0	0	0	2
Total	269	269	196	196

School Census. Efforts have been successfully made this year to improve the efficiency of the continuous school census and it has been found to be very accurate at all times. I would again respectfully recommend that an attendance officer be appointed to supervise and direct this work among the pupils of the schools at a salary to approximate that given to the Special Investigator. The added efficiency which would be secured through such an appointment would more than compensate for the additional expense involved.

Public School Safety Patrol. The Public School Safety Patrol has maintained its usefulness during the year and I am happy to report that no pupil has been killed or injured by traffic in the vicinity of any school house in the city while the Safety Patrol was at work. There has also been a decrease in the number of children injured by traffic in the entire city which fact clearly demonstrates the wide influence for safety which is being spread by these little "Knights of the Cross-roads". Not only are they vigilant in the work of making the street crossings safe for children going to and from school but they are watchful of all dangers to the life or morals of the pupils such as bonfires, sale of cigarettes to pupils, petty thieving, gambling and the like. Safety Patrol Officer Dunn has made 564 inspections of patrols while they were on duty, held 240 meetings with patrols and addressed the entire school population of the city including both public and parochial school on the subject of "Safety" and "Fire Prevention".

One hundred fifteen meritorious acts of life saving performed by members of the patrol were reported to the Supervisor during the year. Each of these reports was verified by Officer Dunn upon the testimony of eye witnesses.

Members of the Fifteenth Avenue School Patrol won the medals awarded by the Board of Education and a silver cup, donated by the Newark Lodge of Elks, for having maintained the greatest efficiency during the entire school year.

The Fife, Drum and Bugle Corps has done much to keep up the morale of the safety patrol, leading parades of the patrol to theatre parties and appearing in many public parades and other functions during the year. Many public comments have been made upon their fine music and snappy appearance.

Special Investigations. Special Investigator John J. Hartford reports that there has been an increase in the number of cases of petty stealing at the various schools reported during the year. He also reports a steady and gratifying decrease in the number of cases of vandalism, breaking and entering school houses for the purpose of robbery, sex immorality and the distribution of indecent literature among the pupils.

Officer Hartford made 342 visits to schools during the year and investigated 25 school robberies, 190 cases of petty stealing, 47 cases of vandalism and destruction of school and playground properties, 15

cases of sex immorality, 10 cases of suspected non-resident pupils attending Newark high schools without paying tuition, 2 cases of distribution of indecent literature among public school pupils. These cases occurred in 57 schools including high schools. 3 cases of disputed boundary lines between the school authorities of Newark, East Orange and Irvington were also investigated. In the last named cases the disputes arose because of the fact that houses had been built directly upon the boundary line, part of the house being in Newark school district and part in another school district. A satisfactory agreement was reached in each case and the children residing in such houses entered school in the proper school district. 40 evening visits were made to playgrounds to investigate complaints of excessive noise and damage to property. 6 visits were made to pawn shops and second hand stores in quest of stolen goods.

One of the direct causes for stealing from schools is the fact that many teachers carelessly leave money in their classrooms over night. This fact is known to pupils and tempts them to steal. Principals have repeatedly warned their teachers against this practice with but little effect.

Money collected for damage to school property amounted to.....	\$170.00
Money recovered and returned to principals and pupils.....	259.50
Property was recovered to the value of.....	485.58

Making a total of money and property recovered of.....\$915.08

Officer Hartford, with the occasional assistance of other attendance officers, has performed a difficult task in a very efficient manner and the good results of his work are felt throughout the school system.

For the Year 1924-1925

A substantial increase in the per cent of attendance of all pupils in all of the public schools was attained during this school year. The per cent of attendance during the last year was 91. while the per cent of this year was 91.3 showing a net gain of three-tenths of one per cent. This increase was undoubtedly due to the close co-operation between the principals, teachers, Medical Inspection Department, and the Attendance Department in an intensive campaign to eliminate unnecessary absences.

In this campaign we had the assistance of the Rotary Club of Newark which presented silver cups to be awarded to the school in each of five different groups which maintained the highest per cent of attendance throughout the entire year. The groups were as follows: 1st, traditional senior high school, won by Barringer High School with a per cent of 94.9; 2nd, elementary school, won by South Tenth Street School with a per cent of 93.3; 3rd, junior high school, won by Madison Junior High School with a per cent of 93.84; 4th, all-year elementary school, won by Webster Street School with a per cent of 94.1; 5th, Special schools, won by Academy Street Ungraded School

with a per cent of 99.2. The fact that so great a civic organization as the Rotary Club realizes the importance of a regular school attendance and is ready to assist in every possible way in procuring such regular attendance has greatly encouraged every one who is officially engaged in educational work in this city. The Rotary Club is certainly deserving of all possible commendation for its great and substantial interest in this work.

The total number of days present of all pupils was 13,504,688 days while that of last year was 13,344,150½ days, indicating an actual increase in the number of days present of 160,537½ over last year. This increase means a proportional increase in the amount appropriated by the state for actual days attendance and shows a substantial financial as well as moral gain to the educational system of the city.

The total number of days absent for all causes during this year was 1,282,027½ while that of last year was 1,316,809, showing a substantial decrease of 34,781½ days absent during this year.

The total number of days lost through absence during a school year seems at first glance to be very large but an analysis shows that it really means an average loss of 14 days per pupil out of 196 days on which the schools were actually in session. This average of 14 days absent is not at all surprising when the fact is taken into consideration that of the 87,504 pupils who were enrolled during the year, 37,379 were under ten years of age and 14,615 or more than one-sixth of the total were less than seven years of age and therefore not at all amenable to the provisions of the Compulsory Education Law. It is among these children of tender age who are subject to all of the diseases of childhood that the greater part of the absences occur. If the number of days absent of children less than seven years of age was eliminated from the total number of absences during the year, the average number of days absent per pupil of the remainder would be at least cut in half.

The total number of cases of absence, non-attendance, and truancy reported to the department by principals of public schools was 40,038. This number shows a decrease from the number reported last year of 1,958 cases. After thorough investigation, final disposition was made as follows: 31,354 were returned to regular graded classes; 2,128 were granted "age and schooling" certificates and were enrolled in the continuation schools after securing legal employment; 1,731 moved from the city; 260 were found to be too ill to return to school during the school year; 719 were found to have left the public schools and were enrolled in parochial and private schools; 810 were found on the streets by attendance officers and personally conducted to school, and the remainder, having reached the age of sixteen years and the end of their compulsory period, had left school to seek employment.

Investigations and final dispositions were made of 1,893 cases of absence, non-attendance, and truancy reported to the department by the authorities of parochial and private schools. Of these cases, 1,531

were returned to the schools from which they were reported; 161 were found to have been enrolled in public schools, and the remainder to have moved from the city or to have left school to be legally employed.

9,031 visits were made by attendance officers to public schools during the year. The continuation schools were visited by the officers assigned to them twice each school day during the year. 1,703 visits were made to schools other than public schools, and 92,187 visits were made to homes of pupils.

The outstanding factors found to be responsible for illegitimate absence were as heretofore the greed, negligence, and ignorance of parents. 15,086 cases were directly traced to these causes. These figures, large as they seem, show a gratifying decrease in the number of such cases since the school year ending June 30, 1923, when the number reported was 20,075. It is most encouraging to find that the practice of handling these cases through education instead of legal coercion is at last showing such valuable results. I feel that the results shown by this great decrease in the number of cases of delinquency attributable to parents fully demonstrates that the policy of using persuasive and informative measures with the least possible resort to primitive methods is the really effective one. It is a matter of common sense that chronic and wilful violators of the compulsory school law should be punished in much the same manner as violators of other laws. The only real difference lies in the nature of the compulsory school law itself. It differs from most laws in our general system of laws in that it puts upon the parents of children a daily task, i. e., causing their children of compulsory age to attend school during all of the hours such school may be in session.

No distinction is made between the father of a single child, who has received the benefits of higher education and who has ample means with which to support such child, and the widowed mother of foreign birth, who has never had the advantages of any education and who must work day and night in order to provide food and shelter for her brood of ten small children. The problem of enforcing such a law is therefore placed squarely upon the shoulders of the Attendance Department.

Every case where a parent fails to live up to his or her obligation must be carefully investigated and the soundest kind of judgment must be used to determine whether circumstances beyond the control of such parent have caused the absence of the child from school. Even in cases where the excuse of the parent for the absence of the child does not seem valid it is not, by any means, certain that resort should be made to the courts. The condition of the home and the family life, the ignorance or intelligence of the parent and his or her idea of what education does or does not mean to the child's life, and conditions of health are all factors which must be carefully and judicially considered before a decision is reached as to the method of procedure in the treatment of each case. That the failure to drastically prosecute

for violations of the law in every case does not make for a contempt for its provisions but rather strengthens respect for it in the minds of parents is evidenced by the decrease in the number of such cases which are brought to the attention of the Attendance Department.

The next largest cause for absence was found to be personal illness or illness in the family. 11,075 cases were found of this nature and close contact was maintained in every such case to see that the proper medical attention was being provided and that the pupil was returned to school at the earliest possible period of convalescence; 3,960 cases reported were found to be caused by quarantine. In the majority of these cases it was not the pupil himself who was ill but some other member of the family. In a former report I called attention to the fact that attendance officers might be of invaluable assistance to the health authorities if they were trained to detect suspicious symptoms in cases of illness which came under their observation. A course of training under the direction of an expert in the diagnosis of contagious diseases should be provided and made compulsory for every attendance officer. 5,421 cases investigated were of pupils enrolled in the continuation schools.

These cases are very difficult to adjust because of the many and various interests involved. Whenever a child between fourteen and sixteen years of age secures an "age and schooling" certificate and is permitted to leave the regular graded school to be legally employed such child must according to law attend a continuation school at least six hours each week during the school year. After enrollment at the continuation school he or she is assigned to a class which meets on a definite day each week and a start is made with the best intention of the pupil to attend each week. Contingencies arise at the place of employment, the services of the pupil are required by the employer on the day he or she should attend school, or the pupil makes up his or her mind that more can be learned at the place of employment than at school and the conflict is on between the pupil and employer on the one side and the school and Attendance Department on the other. These schools might very properly be called "compulsory education schools" because of the fact that in almost every instance the pupil must be forced to attend. Few, if any, attend of their own volition and it is a very grave question whether the knowledge gained by the pupil in the one day a week attendance compensates for the amount of money, time, and energy required to force him to attend. I am strongly of the opinion that the law should be changed to at least permit children between the ages of fourteen and sixteen years who have completed the work of the eighth grade in the elementary schools or who have attended a high school to secure "age and schooling" certificates and be legally employed without being required to attend continuation school.

1,812 cases were found to be due to truancy. In each of these cases the attendance officer has striven to ascertain the real underlying cause

for the truancy and to administer the proper cure. 1,731 cases were of pupils who were found to have moved from the city. Each of these cases was followed up by a transfer card sent to the school district to which the child had gone and in a great majority of cases they were found to be attending school in their new environment. 260 cases were found to be too ill to attend school, i. e., they were either mentally or physically incapacitated for school work during the entire year. An earnest endeavor is always made in such cases to see that the child is receiving the best medical attention available and the case is followed up at frequent intervals. Great numbers of such children would grow up in hopeless ignorance were it not for the sympathetic vigilance of the attendance officer because of the fact that their parents despair of any means of aid or education for them. Sure indications of a fairly prosperous business era are shown by the small number of cases found to be caused by lack of proper shoes and clothing. 458 of such cases were found and in every case the attendance officer was able to furnish the requisite needs and the child was returned to school.

2,128 cases were of children to whom were granted "age and schooling" certificates. Each individual case of this kind was carefully investigated as to the kind of employment the child proposed to enter, the hours of employment and the opportunities of advancement. Advice and counsel were given the child and in many instances employment other than that which the child had secured was procured for it by the Attendance Department. 1,712 parents were summoned to the First Criminal Court during the year. None of these parents, however, was arraigned before a magistrate but they were interviewed by the Supervisor or the Assistant Supervisor of Attendance. By special arrangement with the presiding Judge of the Court, a room is set aside in the court suite to be used by the Supervisor for hearings twice each week. Upon parents appearing in answer to summons served by attendance officers, a hearing is conducted and a warning administered which is effective in the vast majority of cases. As evidence of the efficiency of these hearings but 41 parents were prosecuted before a magistrate and either fined or placed on probation.

Interviews at the office were held with 15,882 parents and a greater number of pupils during this year. These interviews are for the most part occasioned by the reference of cases of disobedience, insolence, and mischievousness referred to the Supervisor by principals for adjustment. Frequently as many as one hundred parents and pupils have been interviewed and advised by the Supervisor and his Assistant in one day. From the foregoing it can be readily seen that there is little time for other work on such days. The time has come when the city should be divided into attendance districts with a district supervisor at the head of each district capable of handling much of the adjustment work which now must of necessity be carried on in the main office. Such an arrangement would also relieve the almost unbearably crowded condition at the main office where the department

is so cramped for room that no privacy can possibly be secured for these interviews many of which, because of the very nature of the case, demand the strictest privacy.

214 boys were recommended by principals of public and parochial schools for transfer to an ungraded school because of some chronic violation of the rules of the school. 83 of such boys were transferred to ungraded schools; 1 was sent to the City Home at Verona, and the remainder were either re-instated at the school from which they were recommended or transferred to other graded schools. With the opening of the new ideal ungraded school building in September which is to house the old Academy Street Ungraded class, the crowded conditions at these schools will be somewhat relieved but there still remains a crying need for more of such schools to be erected in the near future.

234 pupils were suspended from school by principals during the year. All of these cases were carefully investigated by the department and an adjustment made in each case. 183 of these pupils were, upon recommendation of the Supervisor, transferred to schools other than those of the district in which they resided and the remainder were reinstated at the school from which they were suspended.

In my report of last year I urged that the title of the Attendance Department be changed to "Department of Attendance and Child Welfare" which would indicate much more clearly the kind of work in which the department is engaged and that the title of Supervisor and Assistant Supervisor be changed to Director and Supervisor respectively. Inasmuch as no action has been taken upon this request, I most earnestly repeat this recommendation at this time and urge that consideration be given to it at as early a moment as possible in order that the department may take its place with the Physical Training and other departments of the system so organized. Such designations are now given to similar departments in cities wherever efficient work of this character is being carried on.

School Census. It is now five years since the last general revision of the school census in this city. While the continuous census has been functioning successfully there is need for another general revision at this time. Lack of room and clerical help, however, makes this revision practically impossible. I am greatly in hopes that more available space may be secured and more help employed so that a general revision may be made next year.

Safety Patrol. The Safety Patrol met with a serious reverse shortly after the beginning of this school year. A decision handed down from the office of the Attorney General of the state was most generally misinterpreted and principals of several schools disbanded their patrols because of the fear that they would be held personally liable in case of any accident to a boy or girl who had been detailed to do duty as a safety patrol officer. Consultation with the Attorney General in

Safety Officer Felix Dunn held 350 meetings with various patrols and made 450 visits to patrols while they were on duty. He also made addresses upon safety and fire prevention before every pupil and teacher in the city during the year.

Only one motor car driver was brought into court for failure to recognize the signals given by patrol boys during the year. He was severely reprimanded and fined by the magistrate.

The safety patrol was visited during May of this year by Tom Mix, moving picture star, in person. A theatre party was held at the Fox Terminal Theatre and Tom Mix, who has been an honorary member of the Public School Safety Patrol since shortly after its establishment and who takes a keen interest in the work of the boys and girls, was presented by Commissioner Louis C. Schwartz with a brassard indicating his membership in the organization.

The annual award of prizes for most meritorious acts was held in the Fox Terminal Theatre on the last Saturday in June. 75 cases of unusual bravery in protecting pupils were reported and verified by Officer Dunn during the year. These reports were submitted to a committee consisting of Mr. Fred Rossland, Secretary of the Newark Safety Council, Director of Safety Education Van Brunt of the Public Service Corporation, Captain James Jenkinson of the Bureau of Combustibles and Fire Risks, and Deputy Chief of Police McRell.

A silver loving cup donated by the Newark Safety Council and the medals awarded by the Board of Education were won by the Franklin School Patrol, that patrol having been adjudged to have maintained the highest degree of efficiency during the year.

The Fife, Drum and Bugle Corps of the patrol has been seriously handicapped through the curtailing of instruction to one lesson each week. I most urgently request that instruction be allowed this corps on two days each week in order that a beginners' class may be re-established as a "feeder" to the regular corps.

Special Investigator. There were 230 cases of petty stealing in and about the schools; 20 cases of school robberies; 50 cases of malicious vandalism such as breaking glass windows and destroying other school property; 6 cases of sex immorality; 10 cases of pupils illegally attending high schools; and 2 cases of distribution of obscene literature were reported to the department this year for investigation. Special Investigator John J. Hartford made thorough investigation in each of these cases and was able to adjust them without having been compelled to resort to the courts.

A number of cases of vandalism occurred at schools located in districts where, because of the nature of the surroundings and the splendid standing of the people of the community, they had heretofore been immune. Nor were such acts of vandalism committed by boys alone but a number of them were committed by girls who joined in the thoughtless "sport" (so called) of breaking glass windows at

the schools. These girls and their parents were summoned to the office of the department. The girls were made to feel the seriousness of their acts and the parents required to make restitution for money expended in repairing the damage.

Money collected by the Special Investigator for damage to school property amounted during the year to \$84.79. Money stolen from school houses and recovered by the Special Investigator and returned to school principals amounted to \$81.85. School property which had been stolen and was recovered during the year was valued at \$1,027.

The value of this particular work does not lie in the amount of money or goods recovered but in the deterrent effect of the knowledge that all cases of vandalism and stealing are rigorously followed up and culprits made to pay for their acts.

SUMMARY

	1922-1923	1923-1924	1924-1925
Pupils reported by principals of public schools	48,070	41,986	40,038
Pupils reported by principals of other schools	1,807	1,193	1,893
Visits to public schools by attendance officers	9,159	8,267	9,031
Visits to other schools by attendance officers	1,476	1,459	1,703
Visits to homes by attendance officers	73,683	76,403	75,039
Visits to homes by attendance officers (continuation schools)	11,039	9,803	9,485
Legal notices served.....	2,318	2,017	1,840
Pupils returned to public schools by attendance officers	35,633	34,805	31,354
Pupils returned to other schools by attendance officers	1,732	1,414	1,531
Cases of absence found to be caused by sickness	13,290	12,344	11,075
Cases of absence found to be caused by lack of clothing.....	650	548	458
Pupils who have moved out of city....	1,438	1,645	1,731
Pupils found on the street and taken home by attendance officers.....	501	373	791
Pupils found on the street and taken to school by attendance officers.....	626	501	810
Parents summoned to Criminal Court	1,726	1,816	1,712
Boys sent to City Home.....	10	9	1
Boys recommended for transfer to ungraded schools	263	264	214
Boys transferred to ungraded schools	73	74	83
Transfer cards investigated by attendance officers	5,121	6,958	6,624
Badges and permits issued to news-boys	58	38	35
"Age and schooling" certificates granted	2,562	2,394	2,128
Parents notified by attendance officers to call at school for interview.....	.....	2,597	2,054

SUMMARY—*Continued*

	1922-1923	1923-1924	1924-1925
Parents personally interviewed by Supervisor of Attendance.....	13,102	16,976	15,882
Children over fourteen years of age returned to school.....	6,593	7,523	6,589
Pupils who left the public school and are attending parochial and private schools	751	672	719
Pupils who left the parochial and private schools and are attending public school	75	154	161
Pupils found to be too ill to attend school	231	225	260
Boys recommended from ungraded schools to graded schools.....	10	9	11
Parents prosecuted and convicted for violation of Compulsory Education Law	44	85	41
Parents prosecuted and convicted for violation of the Child Welfare Law	1	6	10

V. MEDICAL INSPECTION
1922-1923, 1923-1924 and 1924-1925

DR. GEORGE J. HOLMES

Supervisor

There has been an increasing amount of work each year performed by my assistants in the medical inspection of the public schools. This, together with the fact that there has been an increase in the number of pupils enrolled, as well as new schools and additions built, I feel, makes it apparent that there must be an increased number of medical inspectors and nurses in order to care for the health of the pupils. It is urgently needed and I hope in the near future the Board will find it possible to grant the request.

Among the special activities conducted under my supervision, I wish to make special mention of the work done by the "Nutrition Department." This department, consisting of a very small personnel, has been successful in the past year in accomplishing good work, which is resulting in an improved physical condition in a great many children.

I believe the work should be broadened so as to cover as soon as possible all the schools in our city. This cannot be done, however, without increasing the personnel of the department by the addition of more assistants. At first, this might seem to the Board members an additional expense, but if we will keep in mind the fact that by establishing additional nutrition classes we are in a position to disband open window classes, there will actually be a saving instead of a loss to the public.

Following are excerpts from reports made by Miss Angie G. Reynolds, who is in charge of the nutrition classes:

January to June, 1924

The Nutrition Department began work January 1, 1924, and in less than two months ten classes in ten schools were completely organized, equipped and running on regular schedule.

The first step in organization is the weighing and measuring of a group in a school from which the nutrition class members are to be selected. Eleven schools were chosen, representing different types of pupils, as well-to-do, poor or foreign, and different age and grade groups, and classes were organized in these schools.

The physical examinations were most thorough and complete. The mother or father was always present at these examinations and the defects were not only talked about, but were actually shown to the parents. The findings in these examinations were a surprise to the parents. Many unsuspected and hidden defects which would lead to serious trouble in later life were found. The defects found averaged 8.5 per child. (For detailed list see pages 299-300.)

Parents have learned that health means development and growth; that an underweight child is not growing and developing as he should. They have learned the rules and principles of hygienic health habits and living. They have learned the value of foods, of foods necessary for growth, of balanced diets, of good food habits. They have learned the importance of home control, that the parent must guide and control his child. They have learned that children need thorough physical examinations and that physical defects must be corrected.

In the schools where nutrition classes have not been held, nutrition talks have been given, ninety-one in all. In most of these schools requests for nutrition classes have been made by the principals or teachers. In addition to the ten schools where nutrition classes have been in progress, eighteen requests have been made, thus showing the immediate need for more nutrition teachers.

For the Year 1924-1925

The value of any educational process is measured by its results. We feel the results obtained by the Nutrition Department the past year, the first full year of this work in Newark, are definite proof of the need and value of this work in our educational system, and that it is proving to be of the utmost importance in the development of healthy children and of a strong, virile, happy race.

In weighing and measuring over 11,000 children of various ages and in various parts of the city, it is found that only 66% are of normal weight, indicating normal development; 28% are underweight 7% and more, indicating subnormal growth and development and conditions of health below par; and 6% are overweight or showing abnormal development. Thus the need of the work is seen at once.

The scope and value of the Nutrition Department during the past year has grown and developed so that we feel it is second to none in the country. There are now three types of nutrition class work. Type A are those classes which meet weekly with the parents present. The program of the class is very complete in every detail, including complete physical and medical care. The cooperation of the home, so vitally necessary, is secured by the attendance of the parents at the meetings, where instruction is given in the knowledge and development of right food habits, as well as of all right health habits.

Type B is sometimes called our intensive school program, because an entire school, as far as possible, is put on the nutrition program. In these schools particular attention is given to the physical and medical side. The cooperation of the parents is obtained through several parents' meetings held in the school, to which the parents are especially invited. The nutrition teachers have a definite teaching program reaching every child and class in the school on a regular schedule, the children are weighed monthly and weight report cards sent home for the signature of the parents. In addition a Type A class, made up of the most difficult cases, is held in the school.

Type C is the lesson and lecture, which is given in the auditorium periods of the various schools of the city.

There have been some splendid results in all types of the work. In Type A classes, the pupils have averaged from two to four times the normal rate of gain and individual cases as high as ten times the normal rate. Seventy percent of the children have reached the normal weight zone. Large numbers of physical defects have been discovered and corrected that would not otherwise have been discovered until too late. Seventy percent of the recommendations made by the doctor have already been carried out. A significant fact is the

attendance of seventy percent of the mothers at the weekly class meetings. As compared with the open window classes, which have been replaced by the nutrition work, the results in the latter show gains two and three times greater than the former type of work. The nutrition work reaches more than ten times as many pupils, and no expensive equipment is required, so the per capita cost is much less.

In the Type B classes, in one school in one year malnutrition was reduced from 21% to 5%. In another school one-third of the underweight children reached the normal weight zone. In yet another school malnutrition was reduced from 37% to 19% in three months.

In Type C work the interest in health has been stimulated, definite knowledge has been given and some schools report improvement in the grade of mark received in the State hygiene examination.

While in all types of this work some fine results in figures can be shown, there is even more that figures and statistics can never show. The educational value of the work cannot be tabulated. Principals and teachers report improvement in scholarship and school work, in attendance and in discipline. Parents report gains in many ways besides increase in weight. They tell of marked advancement in general health even where gains have not been as rapid as hoped for; improvement in disposition, and in food and health habits.

The special instruction given under the caption of "Oral Hygiene" by a special teacher during the last year and more has likewise borne good results and I feel should be continued, as in my judgment this instruction is the most important part of the oral hygiene work under my supervision.

The following report made by Miss Sadie D. Abrich shows the scope of the work:

February to June 1924.

An extensive rather than an intensive program was planned, in order to reach as many schools and as many children as possible with the message of oral hygiene. The kindergarten, first and second grades were chosen because the teaching of oral hygiene is essentially the preventive aspect of dentistry and has its proper place in the primary grades if it is to be far-reaching in its results and effective in its aim. The fifth grades were chosen as "control" classes. Here the children are older and can therefore carry the message into the homes with more exactness than the little ones; and most of them are still at the age when immediate corrective work will save permanent teeth which otherwise might be lost if remedial measures are deferred until later.

Nothing tangible in the form of figures for results can as yet be given, for the work is a teaching process; it goes into the homes, the children carry the message. An experienced dental clinician says: "Our experience over a period of years of clinical work for children convinces us that more will be accomplished for prevention of dental disease by teaching oral hygiene to all the children of the schools than by attempting reparative work for the selected few. In order to effectively reach the masses this instruction should be introduced into the regular curriculum of the schools as a standard subject of education."

The attitude on the part of the principals and teachers towards this work has been for the most part extremely gratifying, and most stimulating has been the response on the part of the pupils. Their

enthusiasm has been an inspiration, particularly in the kindergarten and lower primary grades. The only tangible evidence of this response that can be given is in the sale of tooth brushes, which amounted to nearly fifteen hundred sold in the eight schools in which the drills have been given.

For the Year 1924-1925

The results of the surveys as mentioned above closely approximate the findings of the U. S. Public Health Service in other cities and states. It is not necessary to go into detail concerning the effect of neglected mouths upon the growth and development of school children, the ensuing retardation in school, etc. A glance at the figures of our nutrition classes show a preponderance of dental defects over others, and the same preponderance exists among the defects found in physical examinations made of pupils referred to the Psycho-Educational Department. It is not necessary to reiterate the necessity of dental health education.

Our work here can be placed under two headings:

1. Practical, preventive and correctional work.
2. Educational methods.

The educational work, although extensive in plan, has been concentrated upon the lower primary grades, particularly in the matter of toothbrush drills. And here special emphasis has been placed upon the six-year molar and the care of the deciduous teeth. Next Fall, special efforts will be made to inspect the mouths and chart the cavities of the children in the kindergarten classes.

The survey served to show the inestimable value of examining the mouths of the children and sending home the charted findings. It stimulated the parents to an active interest that resulted in many more children being treated by private dentists than would otherwise have been the case.

Children converted to the gospel of mouth hygiene are the best apostles for community oral hygiene. If response as expressed by their enthusiasm and interest is a measure of success, then the results can be said to be positive. A material indication of response is in the sale of toothbrushes this past year of over 8,000.

Following is a special report made to me by Dr. Frank H. Reiter, who is in charge of the Psycho-Educational Department:

The Department, in cooperation with the Department of Reference and Research, gave group tests to the pupils of the 8A grade in December and May of each year. The Terman Group Test of Mental Ability was given to 1,927 pupils in December 1922, the Illinois General Intelligence Test to 2,064 pupils in May 1923, and to 1,759 pupils in December 1923, and the Terman Test to 1,920 pupils in May 1924, and the Illinois Test to 1,759 pupils in December 1924, and to 2,270 pupils in May, 1925. The examinations were conducted by the three examiners from this Department, assisted by a selected number of principals or supervising vice-principals. The data were collated by this Department, except in May 1925, when the work was done in the Research Department.

The Department has conducted an investigation at the request of Dr. Corson, Superintendent of Schools, and Mr. Walter J. Greene, Principal, at the McKinley School to determine the cause or causes of pedagogical retardation. This investigation was confined to the first four grades. The Pressy Primer Scale, a non-verbal test,

was given in grades one and two; the Otis Primary Examination, a non-verbal group test, was given in grades three and four. After the group testing part of the investigation was completed it was found necessary to give individual examinations to some of the pupils.

I wish again to call attention to the need of a social worker, who can devote at least part of her time to cases referred to this Department. Children are referred to the Department because of delinquency or so-called incorrigibility where the findings of both the medical and mental examinations are negative. The causes for lapses and delinquency must then be sought for in home conditions, in companionships and relations apart from those of the school environment as well as in it. In order to secure adequate and sufficient data to arrive at a final diagnosis and to submit recommendations in most of these cases, a careful and detailed investigation is required by a trained psychiatric social investigator. In addition to securing necessary information, a social worker should follow up the individual to see that the recommendations submitted to correct social mal-adjustment are carried out. I therefore recommend that a psychiatric social worker be appointed.

Of the children referred to this Department for individual examinations, in quite a number of instances a final differential diagnosis can be submitted only after a child has been subjected to intensive individual instruction for a definite period. At the present time a diagnosis in such instances must be deferred and the recommendation usually made is: that such children be transferred to a restoration class, where individual teaching is possible, and that the children be returned to the Clinic after a certain period of instruction for re-examination. This procedure is very unsatisfactory because not all of the schools have facilities for such treatment, and in addition the person finally passing upon the mental status of such children should have submitted to him a detailed report of the pedagogical procedure and results obtained. Likewise, in a large percentage of these cases it is desirable for the psychologist to supervise instruction. At present months are consumed and much valuable time is wasted until the type of child referred to becomes finally adjusted. Diagnostic teaching—individual instruction to definitely determine mental status or ability, would accomplish the desired result in much shorter time.

I therefore recommend the appointment of a diagnostic teacher, one who can meet the requirements of an assistant psychologist in this Department. A person thus qualified can be trained to conduct individual examinations when no diagnostic teaching is required.

The demands upon the various departments of this clinic have been steadily growing, and while creditable work has been done, I feel that still greater service might result to the school population if the organization were housed in a building of proper size and up-to-date equipment. The proper facilities both for the patients, parents, and the various workers in the Department are wholly inadequate. (For statistical tables see pages 285-301.)

STATISTICS OF MEDICAL INSPECTION DEPARTMENT

COMPARATIVE TABLE OF MEDICAL INSPECTION OF NEWARK PUBLIC
SCHOOLS—FROM 1922 TO 1925, INCLUSIVE

	1922-1923	1923-1924	1924-1925
Total number of pupils inspected.....	489,628	742,064	561,823
Total number of pupils excluded.....	7,851	9,652	11,691
Total number of treatments given.....	126,066	134,084	173,016
Total number of pupils vaccinated.....	5,596	6,219	10,137
Total number of classes inspected.....	20,452	21,366	23,512
Total number of physical examinations.....	24,971	46,135	47,822
Total number of subsequent physical examinations.....	.....	6,306	6,436
Total number of personal hygiene talks.....	17,236	22,157	31,531
Total number of home visits, old and new.....	18,740	29,497	22,941
Total number of pupils taken to dispensary.....	1,767	2,198	1,762
Total number of pupils taken to optician.....	373	239	100
Total number of haemoglobin tests conducted.....	1,013	685	817
Total number of cultures taken.....	648	570	211
Total number of rooms fumigated.....	2,064	2,289	1,699
Total number of parent visits at school.....	.....	4,708	10,976
Total number of heart and lung examinations.....	.....	1,985	11,591
Total number of cases cured.....	42,021	39,243	48,961
Total number of cases referred to Charitable Organizations.....	11	44	159
Per capita cost of Medical Inspection.....	\$1.07	\$1.16	\$1.35
<i>Exclusions</i>			
Abscess.....	1	3	6
Adenitis.....	2	23	26
Chickenpox.....	401	289	274
Chorea.....	25	52	33
Contagious eye disease.....	511	639	682
Contagious impetigo.....	291	319	240
Diphtheria.....	51	33	34
Erysipelas.....	.....	1	.....
Favus.....	13	34	5
Fever, Headache, etc.....	2,577	2,200	4,092
Epidemic Cerebro Spinal Meningitis.....	5	.....	4
Influenza.....	17	25	13
Measles.....	121	1,022	321
Mumps.....	282	539	120
Non-contagious eye affections.....	38	51	35
Pulmonary Tuberculosis.....	4	14	4
Not vaccinated.....	104	101	74
Ringworm.....	103	100	182
Tonsilitis.....	205	383	675
Trachoma.....	2	3	4
Scabies.....	300	256	276
Skin disease.....	162	163	180
Scarlet Fever.....	32	50	74
Suppurating ear disease.....	22	31	29
Uncleanliness.....	384	547	628
Whooping cough.....	132	52	105
Vermin.....	1,523	1,768	2,276
Quarantine.....	186	373	255
Others.....	357	581	1,044
<i>Treatments</i>			
Acute conjunctivitis.....	619	762	1,010
Scabies.....	373	258	210
Ringworm.....	3,764	3,898	4,216
Impetigo.....	16,147	16,295	13,186
Favus.....	136	53	11
Eczema.....	3,262	2,728	2,993
Molloscum Contagiosum.....	1	14	0
Infected wounds.....	37,670	33,135	49,530
Vaccination dressings.....	37,431	39,488	53,863
Others.....	26,663	37,453	47,997

COMPARATIVE REPORT OF PHYSICAL EXAMINATIONS AND
DEFECTS FOUND

	1922-1923		1923-1924		1924-1925	
	Num- ber	Per cent.	Num- ber	Per cent.	Num- ber	Per cent.
Number of physical exam- inations.....	24,971	.....	23,528	.....	27,277	.....
Number of normal pupils.....	10,225	40.95	6,291	26.74	6,603	24.22
Number of pupils with de- fects.....	14,746	59.05	17,237	73.26	20,674	75.78
Defects found—						
Nutrition.....	2,213	8.40	2,985	10.10	3,879	11.35
Enlarged cervical glands.....	1,002	3.80	1,234	4.00	1,191	3.49
Chorea.....	52	.11	43	.14	38	.11
Cardiac disease.....	135	.56	130	.40	95	.25
Pulmonary tuberculosis.....	96	.45	56	.18	111	.32
Skin disease.....	247	.94	292	1.00	222	.65
Defective spine.....	338	1.21	631	2.08	359	1.04
Defective chest.....	171	.65	314	1.06	217	.63
Defective extremities.....	219	.83	274	.80	232	.70
Defective vision.....	2,992	11.35	2,920	10.00	2,787	8.15
Defective hearing.....	109	.47	137	.44	195	.57
Defective nasal breathing.....	946	3.15	1,303	5.00	1,424	4.16
Defective teeth.....	11,726	44.50	12,362	40.15	15,583	45.62
Deformed palate.....	147	.55	135	.43	91	.26
Impediment of speech.....	299	1.12	269	.73	359	1.04
Hypertrophied tonsils.....	4,585	17.35	5,120	20.00	6,282	18.38
Post nasal growth.....	994	3.76	890	3.00	1,077	3.14
Mentality.....	194	.80	171	.49	51	.14
	26,465	100.00	29,266	100.00	34,193	100.00

COMPARATIVE RECORD OF CASES COMPLETED

	1922-1923		1923-1924		1924-1925	
	Num- ber	Per cent.	Num- ber	Per cent	Num- ber	Per cent.
Number of cases referred for treatment.....	42,784	.....	40,067	.....	49,406	.....
Number of cases treated by nurses.....	20,333	.....	18,664	.....	21,734	.....
Number of cases referred to other agencies for cor- rection.....	22,451	.....	21,403	.....	27,672	.....
Number excluded.....	3,224	.....	4,973	.....	5,434	.....
Number of days lost in attendance.....	22,913	.....	19,315	.....	16,678	.....
Number of home visits made by nurses.....	1,845	.....	1,796	.....	3,391	.....
Cured.....	42,021	98.2	39,243	97.9	48,961	99.6
Improved.....	644	1.5	674	1.8	328	.3
Not improved.....	119	.3	150	.3	117	.1
Number of pairs of glasses obtained.....	679	1.6	775	1.9	1,209	2.4
Number of operations for tonsils.....	391	.9	623	1.5	1,280	2.5
Number of operations for adenoids.....	182	.4	315	.8	571	1.1
Number who received den- tal treatment.....	2,036	4.7	3,428	8.5	4,245	8.5

NOTE:—Attention should be drawn to the fact that credit is taken by the Department for the bringing about of cures, even though the actual surgical operation, etc., was not conducted by members of the Department, for the reason that the interest shown on the part of the school physician and nurse resulted in a follow-up effort in these cases which finally brought them to a successful termination.

REPORT OF SUPERVISOR OF MEDICAL INSPECTION

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The enrollment of the open air school consists of children afflicted with various forms of tuberculosis.

	Alexander St.	Ann St.	Camden St.	18th Ave.	15th Ave.	Franklin	Garfield	Lafayette St.	McKinley	Montgomery St.	Morton St.	Oliver St.	Peshine Ave.	South Market St.	Washington St.	Elizabeth Ave.
Number of pounds gained by all pupils	201.5	212	255.75	185	103	244.5	98.77	158	141	199	221	238	368	271½	266	1,071
Number of pounds lost by all pupils	.75	1	1	2.25	7.5	.....	4	3	25	7	.....	13	10.25	.....	.....	22.5
Average weight on entrance per pupil	53	55	52.66	58	59	50	59.28	54.75	54	54.08	56	55	62	58	59	68
Average weight on discharge per pupil	62	59	59.39	64.75	61	56.81	64.27	61.04	58	60	59	58	63	65	64	79
Average per cent. of haemoglobin on entrance	63%	68%	72.8%	67%	61%	69%	70%	67%	76%	70%	62%	74%	65%	60%	66%	65%
Average per cent. of haemoglobin on discharge	72%	79%	71.7%	75%	68%	75%	79%	77%	82%	76%	76%	87%	68%	72%	73%	67%
Average height on entrance per pupil	51"	49"	49.58"	51.5"	46"	40.25"	51"	49.75"	48"	49"	50"	50.5"	49"	52"	50.5"	53"
Average height on discharge per pupil	54"	50"	59.29"	53"	52"	48.09"	52.5"	51"	50"	51.5"	53"	52"	55"	53"	54"	56.5"
Average age on entrance, years	.....	0	9½	9	9½	9	9½	10	9	9	10	9½	10	9½	9	11
Average age on discharge, years	.....	10	10	9½	10½	9½	10	10½	9½	9½	10	10½	11	10½	10	12
Total number of physical defects.	40	55	26	15	61	125	25	76	103	81	58	29	89	81	92	264
Total number cured	24	21	10	2	16	46	4	28	73	21	21	25	34	44	7	99
Per cent. of total enrollment sub-normal in weight as to height	91%	58%	86.84%	81%	66%	87%	88%	66.67%	78%	79%	92%	74%	85%	100%	100%	77%
Per cent. of total enrollment above normal in weight as to height	.....	42%	3.06%	13%	14%	4%	3%	18%	8%	8%	5%	5%	15%	.....	.....	23%
Per cent. of total enrollment normal in weight as to height	6%	.....	10.10%	6%	20%	9%	9%	15.33%	14%	13%	3%	21%	.....	.....	.....	.....
Per cent. of total enrollment sub-normal in weight as to height	3%	.....	.....	.....	.....	.....	.....	.....	.....	.....	5%	30%	7%	25%	.....	40%
Per cent. of total enrollment having a family history of tuberculosis	.....	6%	15%	6%	.....	6%	6%	2.56%	28%	.....	.....	.....	.....	.....	.....	.....
Per cent. of total enrollment giving positive reaction to the Von Pirquet tuberculin test	.....	.....	.....	.....	.....	12%	.....	.....	8%	.....	3%	.....	.....	.....	5%	67%
Per cent. of total enrollment in whom the disease in lungs was arrested	.....	3%	.....	.....	.....	4%	3%	.....	17%	.....	.....	5%	11%	.....	5%	31%
Per cent. of total enrollment that died	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Average daily attendance	26.57	28	30.2	28	3%	25.61	25.8	30	24	25	26.76	25.23	27.9	25.63	27	38
Average length of time in class, months	8	8	8	8	7½	5	7	8½	6	8½	8	11	8	9	7	14

STATISTICS, FACTS AND INFORMATION CONCERNING ALL THE PUPILS ENROLLED IN THE OPEN WINDOW CLASSES AND OPEN AIR SCHOOL,
FOR THE SCHOOL YEAR, 1923-1924

The enrollment of the open air school consists of children afflicted with various forms of tuberculosis.

	Alexander St.	Ann St.	18th Ave.	15th Ave.	Lafayette St.	Montgomery St.	Morton St.	Oliver St.	Peshine Ave.	South Market St.	Elizabeth Ave. Open Air
Number of pounds gained by all pupils.....	154	446	285.5	194	131	112	182	58	346	288.25	1,001
Number of pounds lost by all pupils.....	57.5	50	2	54	54	55	58	1	58	53.4	64
Average weight on entrance per pupil.....	61.4	57.17	60.19	60	60	62	63	52.25	61	65	70
Average weight on discharge per pupil.....	65%	70%	60%	60%	67%	70%	63%	81%	64%	65%	61%
Average per cent. of haemoglobin on entrance.....	73%	77%	75%	71%	78%	78%	77%	85%	65%	73%	64%
Average per cent. of haemoglobin on discharge.....	52.13"	48.5"	40.5"	48%	49%	50%	51%	50%	48.19"	50%	52.5"
Average height on entrance per pupil.....	53.2"	50"	55"	52"	51"	50"	51.5"	51"	54.32"	54"	55.8"
Average height on discharge per pupil.....	9 1/2	9	10	9	9	9 1/2	9 1/2	9 1/2	9 1/2	9	10 1/2
Average age on entrance, years.....	10	9 1/2	10 1/2	10	9 1/2	10	9 1/2	10	10 1/2	10 1/2	11 1/2
Average age on discharge, years.....	64	152	6	58	48	61	42	10	100	51	242
Total number of physical defects.....	22	91	4	21	23	21	37	10	42	26	99
Total number cured.....	96.75%	40%	97%	82%	75%	87%	70%	87%	78%	65%	63.5%
Per cent. of total enrollment subnormal in weight as to height.....	22	45%	97%	14%	14%	17%	20%	17%	78%	65%	35%
Per cent. of total enrollment above normal in weight as to height.....	3.25%	15%	3%	4%	11%	13%	10%	13%	5%	3%	1.5%
Per cent. of total enrollment normal in weight as to height.....	7.5%	2%	11%	4%	11%	13%	22%	13%	2%	13%	50%
Per cent. of total enrollment having a family history of tuberculosis.....											
Per cent. of total enrollment giving positive reaction to the Von Pirquet tuberculin test.....			5%			4%			2%		56%
Per cent. of total enrollment in whom the disease in lungs was arrested.....								3%	4%		35%
Per cent. of total enrollment in contact with tuberculosis.....		2%			8%				7%		12%
Average daily attendance.....	24.6	28	25.35	25	29.58	22	25.29	29.56	21	23.41	44.6
Per cent. of total enrollment that died.....											1.5%
Average length of time in class, months.....	5 1/2	7	13	12	9	7	8	6	9	14	15 1/2

NOTE: The Alexander Street and Oliver Street Open Window Classes were closed January, 1924.
The Peshine Avenue Open Window Class was closed April, 1924.

STATISTICS, FACTS AND INFORMATION CONCERNING ALL THE PUPILS ENROLLED IN THE OPEN WINDOW CLASSES AND OPEN AIR SCHOOL,
FOR THE SCHOOL YEAR 1924-1925, INCLUSIVE

The enrollment of the open air school consists of children afflicted with various forms of tuberculosis.

	Ann Street	15th Avenue	Morton Street	Montgomery Street	Lafayette Street	Open Air
Number of pounds gained by all pupils.....	448½	191	204	92	212	987
Number of pounds lost by all pupils.....	48.5	51	54	52	55	64
Average weight on entrance per pupil.....	57.5	57	60.5	56	60.3	77
Average weight on discharge per pupil.....	48.5"	49"	50"	40.5"	50.5"	53"
Average height on entrance per pupil.....	49.5"	51"	53"	41.6"	52"	56"
Average height on discharge per pupil.....	70½"	60½"	60½"	67½"	69½"	62½"
Average per cent. of haemoglobin on entrance.....	73%	72%	78%	71%	76%	60%
Average per cent. of haemoglobin on discharge.....	9 yr. 4 mo.	8 yr. 7 mo.	8 yr.	9 yr. 6 mo.	10 yr. 6 mo.	10 yr. 6 mo.
Average age on entrance.....	9 yr.	10 yr.	10 yr.	9 yr.	10 yr.	12 yr.
Average age on discharge.....	185	96	37	58	119	199
Total number of physical defects.....	87	27	35	17	33	77
Per cent. of total enrollment subnormal in weight as to height.....	96%	83%	92%	88%	98%	74%
Per cent. of total enrollment above normal in weight as to height.....	4%	4%	4%	12%	2%	26%
Per cent. of total enrollment normal in weight as to height.....	10%	17%	4%	.....	8%	40%
Per cent. of total enrollment having a family history of tuberculosis.....	.....	.....	.....	.....	.....	66%
Per cent. of total enrollment giving positive reaction to the Von Pirquet tuberculin test.....	.....	.....	.....	.....	1½%	18%
Per cent. of total enrollment in whom the disease in lungs was arrested.....	10%	.....	.....	.....	8%	80%
Per cent. of total enrollment in contact with tuberculosis.....	30	28	26	21.3	26.27	42
Average daily attendance.....	9½	11	10½	8	5	6
Per cent. of total enrollment that died.....	.....	.....	.....	.....	.....	16
Average length of time in class, months.....	.....	.....	.....	.....	.....	.....

COMPARISON OF NUMBER OF DAYS LOST BECAUSE OF QUARANTINE

	Number of days lost			Per cent.		
	1922-1923	1923-1924	1924-1925	1922-1923	1923-1924	1924-1925
Diphtheria.....	2,297.5	2,649	2,133.5	5.00	4.28	4.38
German Measles.....	284.5	7,486	2,826.5	.64	12.11	5.82
Measles.....	24,414.5	18,337.5	11,246.5	53.40	29.67	23.09
Mumps.....	2,938	15,094.5	1,881.5	6.50	24.47	3.87
Chickenpox.....	2,613	7,871.5	6,971	6.00	12.73	14.31
Scarlet Fever.....	4,692	6,039.5	8,338.5	10.32	9.77	17.13
Erysipelas.....	.....	101	493.5	.....	.15	1.01
Whooping Cough.....	8,217	3,516	14,439.5	17.09	5.68	29.65
Infantile Paralysis.....	25.5	489	109	.05	.79	.22
Typhoid.....	234.5	68	25.5	.58	.11	.05
Smallpox.....	.....	84	192	.....	.12	.40
Meningitis.....	137.5	20	.....	.35	.03	.....
Epidemic Meningitis.....	.....	19	.....	.....	.03	.....
Spinal Meningitis.....	8	11	.....	.01	.02	.....
Influenza.....	10	5	13	.02	.01	.02
Scarletina.....	18	9	.....	.04	.01	.....
Contagious Conjunctivitis.....	.....	5	.....	.....	.01	.....
Leprosy.....	.....	.....	11	.....	.....	.02
Scabies.....	.....	.....	14	.....	.....	.03
Disinfections.....	.....	8	.....	.....	.01	.....
	45,890.0	61,813.0	48,695.0	100.00	100.00	100.00

REPORT OF SUPERVISOR OF MEDICAL INSPECTION 291

REPORT OF CASES SEEN AND TREATED IN THE PUBLIC SCHOOL CLINIC FROM JULY 1, 1922, TO JUNE 30, 1925, INCLUSIVE

	1922-1923	1923-1924	1924-1925
Eye Department			
No. of old cases seen and treated.....	9,500	10,309	9,121
No. of new cases seen and treated.....	2,934	2,949	2,336
Total	12,434	13,258	11,457
<i>Affections of the Conjunctiva</i>			
Conjunctivitis, acute catarrhal.....	98	123	103
" chronic	9	6	11
" croupous	1	.....	.....
" acute contagious	17	12	3
" eczematous	2	.....	.....
" muco-purulent	6	18	25
" acute follicular	24	17	10
" phlyctenellar	4	.....	2
" granular (lids)	7	.....	.....
Foreign body in conjunctival sac.....	8	3	7
Hemorrhage, subconjunctival, traumatic.....	4	12	15
" spontaneous .....	.....	.....	1
Traumatic lesions of conjunctiva.....	7	9	9
Burn of conjunctiva.....	.....	1	.....
<i>Affections of the Cornea</i>			
Abscess of cornea.....	1	1	.....
Abrasion of cornea.....	2	.....	.....
Foreign body in cornea.....	7	9	9
Keratitis, bullous .....	.....	1	.....
" marginal .....	.....	.....	2
" parenchymatous .....	.....	3	1
" phlyctenular	14	5	11
" traumatic	5	2	.....
" interstitial	1	.....	5
Macula of cornea.....	9	9	17
Opacities of cornea.....	.....	1	.....
Ulcer of cornea.....	3	6	11
" " traumatic .....	.....	2	.....
" " infected .....	.....	.....	2
Pannus .....	.....	1	.....
<i>Affections of the Ciliary and Choroid</i>			
Rupture of Choroid.....	1	.....	.....
Choroiditis, central .....	.....	2	.....
Chorio-retinitis .....	.....	3	5
Coloboma of Choroid.....	1	.....	.....
Episclerae abscess, right.....	.....	.....	1
<i>Amblyopia</i>			
Amblyopia	5	1	14
<i>Affections of the Lens</i>			
Aphakia	1	.....	.....
Cataract, congenital	2	1	1
" membranous	1	.....	.....
" traumatic	3	.....	2
Dislocation of both lens, congenital.....	2	.....	.....
<i>Affections of the Iris</i>			
Iritis, acute .....	.....	.....	3
Irido-choroiditis .....	.....	1	.....
Iris, plastic, acute .....	.....	1	.....
Iritis, chronic syphilitic.....	.....	.....	1
Iridocyclitis with posterior synechia.....	.....	.....	.....
<i>Affections of the Optic Nerve and Retina</i>			
Atrophy of optic nerve.....	2	2	2
Retinitis, pigmentosa	2	1	1

	1922-1923	1923-1924	1924-1925
<i>Affections of the Eye Ball</i>			
Atrophy of eye ball.....	2	2	4
Contusion of eye ball.....	2	5	1
Phthisis bulbi.....	2	.....	.....
Foreign body in Sclera.....	1	.....	.....
Punctured wound in Sclera.....	2	.....	2
Exophthalmos.....	.....	.....	.....
<i>Errors of Refraction</i>	2,286	2,327	2,190
Anisometropia.....	9	4	4
Animetropia.....	5	30	18
Astigmatism, hypermetropic.....	255	193	281
“ “ compound.....	578	728	702
“ myopic.....	168	121	69
“ “ compound.....	341	2	322
“ mixed.....	236	256	157
Hypermetropia.....	363	427	645
Myopia.....	162	205	234
Emmetropia.....	17	13	6
<i>Affections of Muscles and Nerves</i>			
Paralysis of Oculo-Motor Nerve.....	1	.....	.....
Blepharospasm.....	.....	2	.....
Nystagmus.....	5	5	17
Strabismus, convergent.....	80	67	56
“ divergent.....	9	7	14
“ alternating.....	8	22	21
“ periodical.....	1	.....	3
<i>Affections of the Lacrimal Apparatus</i>			
Epiphora.....	2	8	8
Acute suppurative Dacryostitis.....	.....	.....	2
<i>Affections of the Lids</i>			
Blepharoadenitis.....	2	.....	.....
Blepharitis, marginalis.....	28	40	38
“ ulcrosa.....	19	18	16
Chalazion.....	13	3	7
Ecchymosis, traumatic.....	8	14	.....
Contusion of lid.....	2	3	2
Edema of lids.....	.....	3	.....
Hordeolum.....	51	33	42
Burn of upper lid.....	.....	1	1
Abscess of lids.....	7	18	5
Lagophthalmus.....	.....	1	.....
Ptosis.....	2	2	5
Ectropia.....	.....	2	.....
Entropion.....	1	.....	.....
Cellulitis of lid.....	1	.....	.....
Eczema of lid.....	7	.....	1
Foreign body.....	2	.....	1
Growth on lid.....	1	.....	.....
Laceration of upper lid.....	1	.....	.....
Ecchymosis of upper and lower lid.....	.....	.....	7
<i>Unclassified</i>			
Abscess of supraorbital region.....	1	1	.....
Nictitation.....	3	3	3
Episcleritis.....	.....	1	3
Cleft Eyelid, upper (coloboma palpebra).....	1	1	.....
Contusion of Orbit, traumatic.....	5	5	1
Neuralgia.....	.....	1	.....
Vitreous Opacities.....	.....	3	2
Exophthalmic Goitre.....	.....	1	.....
Refused treatment.....	.....	2	8
Examinations which proved negative.....	15	5	3
Mydriasis (medical).....	1	.....	.....
Trachoma.....	.....	.....	3
Cyst of orbit.....	.....	.....	1
Dermatitis, Venenata, right.....	.....	.....	1
Pannus.....	.....	.....	1
Facial paralysis.....	.....	.....	1
Elliptical Pupil (Cat's Eye, congenital).....	.....	.....	1
Colomba of Choroid and Iris.....	.....	.....	1

REPORT OF SUPERVISOR OF MEDICAL INSPECTION 293

	1922-1923	1923-1924	1924-1925
<i>Operations performed</i>			
Abscess of upper lid, incised and drained.....	.....	.....	1
Incision, hordeolum.....	3	3	5
“ “ and expression of Chalazion.....	.....	1	2
“ “ “ Abscess of lid.....	1	1	.....
Removal of foreign body from cornea.....	5	.....	7
“ “ “ conjunctiva.....	.....	.....	1
Excision of Sebaceous cyst of lid.....	1	.....	.....
“ “ Growth on lid.....	1	.....	.....
<i>Recommendations</i>			
Class for the Blind.....	1	.....	1
X-ray for possible head fracture.....	2	.....	.....
Conservation of Vision Class.....	.....	.....	44
Glasses prescribed.....	1,134	1,215	915
Glasses charged to Board of Education.....	343	429	291
Glasses paid for.....	791	786	624
Ear Department			
No. of old cases seen and treated.....	397	310	363
No. of new cases seen and treated.....	414	347	392
Total.....	811	657	755
<i>Affections of the Auricle</i>			
Adenitis, post auricular.....	1	3	1
Dermatitis of auricle.....	2	2	2
Eczema of auricle.....	2	7	8
Parotitis, epidemic.....	1	1	.....
Pre-auricular abscess.....	2	2	2
Burn of auricle (1st degree).....	1	.....	.....
<i>Affections of External Canal</i>			
Eczema of external canal.....	16	4	4
Catarrh of external canal.....	29	28	32
Foreign bodies, external canal.....	1	5	4
Furuncle of external canal.....	23	26	19
Impacted cerumen.....	57	42	62
Otorrhea.....	3	7	7
Pruritus of external canal.....	.....	2	.....
Abrasion “ “ “.....	.....	.....	1
<i>Affections of the Middle Ear</i>			
Acute exacerbation, chronic Otitis Media.....	10	9	8
Otitis Media, acute catarrhal.....	48	29	26
“ “ chronic “.....	57	13	20
“ “ acute purulentia with perforation.....	48	22	15
“ “ “ purulentia without perforation.....	23	21	15
“ “ chronic purulentia.....	22	79	73
“ “ “ dry.....	9	6	12
“ “ “ double.....	.....	5	.....
Nerve deafness.....	2	3	7
Catarrhal deafness.....	6	.....	20
Polypus of middle ear.....	1	.....	.....
Retracted drum head.....	1	.....	.....
Tinnitus aurium.....	1	.....	.....
<i>Unclassified</i>			
Eustachian catarrh.....	1	.....	.....
Otalgia.....	10	12	40
Polypus of ear.....	.....	.....	1
Refused treatment.....	2	5	5
Examinations which proved negative.....	33	14	8
Tragus, abscess of.....	2	.....	.....
<i>Recommendations</i>			
Referred to School for the Deaf.....	.....	3	6
<i>Operations performed</i>			
Furuncle of external canal, incised and drained.....	.....	.....	2
Nose and Throat Department			
No. of old cases seen and treated.....	401	194	142
No. of new cases seen and treated.....	589	774	720
Total.....	990	968	862

	1922-1923	1923-1924	1924-1925
<i>Affections of the Nose</i>			
Abrasion of nasal septum.....	1	.....	2
Abrasion of nose.....	10	11	.....
Deviation of septum.....	22	13	13
Eczema of nose.....	6	6	.....
Furuncle of nose.....	4	7	5
Epistaxis.....	16	16	17
" traumatic.....	2	1	.....
Fracture of septum.....	8	1	.....
Ulceration of nasal mucosa.....	1	.....	1
Hypertrophy, middle turbinate.....	3	2	1
" inferior.....	.....	1	.....
Rhinitis, acute catarrhal.....	7	6	5
" chronic atrophic.....	5	5	6
" " with ozena.....	10	8	2
" " catarrhal.....	1	.....	1
" " purulentia.....	2	1	.....
" " hypertrophic.....	5	.....	.....
Ulcer of septum.....	.....	1	1
<i>Affections of the Naso-Pharynx</i>			
Adenoids, with hypertrophied tonsils.....	235	310	193
Adenoids.....	52	78	39
Nasopharyngitis, acute.....	7	6	.....
" chronic.....	9	1	.....
Nasal Polypus.....	3	4	3
Dermoid in Naso-pharynx.....	1	.....	.....
<i>Affections of the Tonsils</i>			
Peritonsillar abscess.....	.....	1	.....
Remains of tonsil tissue, diseased.....	3	1	.....
Tonsillitis, acute follicular.....	8	9	60
" chronic hypertrophic.....	96	235	204
" " follicular.....	1	.....	120
<i>Affections of the Pharynx</i>			
Pharyngitis, acute catarrhal.....	11	5	7
" chronic.....	4	1	.....
Defective speech.....	2	4	8
Hemorrhagic pharyngitis.....	1	.....	.....
<i>Affections of the Larynx</i>			
Laryngitis, chronic catarrhal.....	.....	3	3
" acute.....	1	.....	.....
<i>Affections of the Mouth</i>			
Bifid Uvula.....	1	.....	.....
Tongue tied.....	.....	1	1
Elongated Uvula.....	1	.....	.....
Gingivitis.....	1	.....	.....
<i>Unclassified</i>			
Aphonia.....	.....	.....	1
Ulcer of left pillar of fauces.....	1	.....	.....
Perforation of pillar of fauces.....	.....	1	.....
Cervical adenitis.....	4	10	6
Maxillary Sinusitis.....	.....	1	1
Saddle Nose.....	3	2	2
Refused treatment.....	2	1	2
Examinations which proved negative.....	37	21	11
Stuttering.....	1	.....	.....
Sinusitis acute, ethmoidal.....	1	.....	.....
<i>Recommendations</i>			
Referred to Speech Defect Class.....	3	3	11
Operations advised for Tonsils.....	85	125	293
Operations advised for Adenoids.....	47	59	62
Operations advised for Tonsils and Adenoids.....	199	181	58
Operations advised for Deflected Septum.....	12	8	12
Operations advised for Hypertrophy of Middle Turbinate.....	.....	1	1
Operations advised for Nasal Polypi.....	1	.....	2
<i>Operations performed</i>			
Furuncle of nose, incised and drained.....	.....	.....	2

REPORT OF SUPERVISOR OF MEDICAL INSPECTION 295

	1922-1923	1923-1924	1924-1925
Oral Hygiene Division (Clinical Dept.)			
No. of old cases seen and treated.....	4,349	1,425	3,102
No. of new cases seen and treated.....	2,927	2,421	3,107
Total	7,276	3,846	6,209
Amalgam fillings	2,911	1,703	1,825
Silver nitrate treatments.....	512	70	.....
Zinc oxide treatment.....	16	438	1,087
Extractions, temporary	4,623	2,811	4,670
" permanent .....	.....	368	548
Cement floor	473	185	10
Cement fillings	152	338	712
Cavity washed with iodine solution.....	68	2	8
Cotton separations	26	1	.....
Teeth scaled	739	47	.....
Wasserman test recommended.....	12	1	.....
Cavity washed with phenol sodique solution.....	.....	3	8
Cavity packed with gauze.....	4	.....	.....
Socket curettage .....	.....	.....	2
Iodine applied to gums.....	86	25	94
Teeth charted	754	1,035	1,516
Tri chloric acid treat.....	.....	1	.....
Arturs separations .....	.....	14	11
Silver reductions .....	.....	1,543	2,250
Cleanings	904	881	691
Porcelain fillings	235	23	4
Gutta percha fillings.....	47	1	2
Oil of cloves treatments.....	38	2	.....
Eugenol treatments	260	29	.....
Gums lanced	23	3	14
Refused treatment	165	81	283
Irrigated with peroxide solution.....	.....	.....	2
Decay removed with disc.....	.....	.....	25
Prescriptions issued .....	.....	.....	1
Sent for X-ray.....	22	.....	2
Abscess lanced	6	.....	.....
Irrigated with hychlorite solution.....	13	.....	2
Counter irritant applied to gums.....	4	.....	.....
Fillings polished	101	.....	39
Rubber separations	7	.....	.....
Total number of operations.....	12,201	9,524	13,523
No. of cases completed.....	725	586	694
Oral Hygiene Division (Educational Dept.)			
Total number of schools visited.....	.....	63	61
Total number of visits made to schools.....	.....	142	237
Number of schools in which toothbrush drills have been given.....	.....	8	58
Total number of drills given.....	.....	109	663
No. of drills given in auditorium.....	.....	1	32
" " " " classroom .....	.....	108	631
Total number of pupils receiving toothbrush drills .....	.....	4,216	27,667
Approximate number of pupils receiving toothbrush drills in auditorium.....	.....	.....	2,950
Approximate number of pupils receiving toothbrush drills in classroom.....	.....	.....	24,717
Total number of lectures given.....	.....	358	221
No. of lectures given in auditorium .....	.....	157	27
" " " " classroom .....	.....	173	64
" " " " with film .....	.....	27	128
" " " " to mothers .....	.....	1	2
Total number of pupils addressed.....	.....	58,188	39,473
Approximate number of pupils addressed in auditorium .....	.....	33,815	6,020
Approximate number of pupils addressed in classroom .....	.....	12,308	3,529
Approximate number of pupils addressed with film .....	.....	12,065	29,924
Total number of mouth inspections.....	.....	244	1,370
General Medical Department			
No. of old cases seen and treated.....	3,006	3,739	2,780
No. of new cases seen and treated.....	8,190	8,712	6,816
Total	11,196	12,451	9,596

	1922-1923	1923-1924	1924-1925
<i>Working Papers</i>			
Granted	3,500	3,314	3,169
" after correction of teeth.....	771	780	807
" " " vision	104	89	90
" " " teeth and vision..	25	28	20
" " " weight	19	39	1
" " suitable positions were secured			
—cardiac condition			6
Refused	1,581	1,696	1,517
" defective teeth	1,385	1,346	1,252
" " vision	153	172	140
" " teeth and vision.....	58	89	95
" underweight	39	15	1
" cardiac disease	8	5	10
Provisional working papers granted.....	161	159	85
Age certificates granted.....	172	187	241
Summer papers granted.....	5		
<i>Vaccinations</i>	895	1,297	584
<i>Vaccination Exemptions Requested</i>	88	79	44
Granted	61	56	27
Refused	27	23	17
<i>Reasons for Granting Exemptions</i>			
For Anaemia	16	11	6
" Infantile Paralysis	3	2	1
" General Debility	28	21	12
" Repeated unsuccessful vaccination.....	11	17	5
" Skin Eruption	2	4	3
" Smallpox immunity	1	1	
<i>Medical Cases</i>	1,345	1,468	1,274
Eczema	56	43	44
Scabies	35	45	93
Ringworm	21	35	62
Gym. exemptions refused	8	21	5
granted	28	26	12
Cervical adenitis		54	26
Boils and abscesses, etc.....	60	58	44
Wounds sutured	1	3	
Abrasions		5	8
Inspected for country.....	180	29	
Miscellaneous skin diseases.....			43
Impetigo	39	32	20
Chorea	9	16	10
Burns	5	11	21
Vaccination dressings	45	58	24
Infected wounds	502	389	429
Sprains and bruises.....	38	49	70
Fractures, old		2	7
" new	6	4	3
Miscellaneous	307	588	337
Negative cases	5		
Haemoglobin tests conducted.....			16
<i>Recommendations</i>			
To hospital or dispensary.....	20	10	33
To family physician.....	21	30	23
For X-ray	10	7	11
<i>Psychological cases</i>			
Physical examinations conducted for Psycho-			
Educational Department	1,422	1,489	1,311
<i>Lung Clinic</i>			
No. of old cases.....		177	152
No. of new cases.....		127	110
Total	332	304	262
Lungs positive	108	68	59
" negative	119	110	91
Diagnosis deferred	105	126	112

REPORT OF SUPERVISOR OF MEDICAL INSPECTION 297

	1922-1923	1923-1924	1924-1925
Recommendations			
Into Open Air School.....	53	24	34
Into Open Window Classes.....	105	16	3
Out of Open Air School.....	14	11	4
For Lung X-Ray.....	88	100	84
Into Glen Gardner Sanatorium.....	.....	1	.....
Tonsillectomy.....	2	1	3
Nutrition Class.....	.....	19	40
Excluded from School.....	.....	.....	3
Return to regular grade.....	.....	.....	1
To Heart Clinic.....	.....	.....	1
Heart Clinic			
No. of old examinations.....	.....	298	385
No. of new examinations.....	.....	184	222
Total.....	320	482	607
Defective hearts.....	217	353	475
Negative hearts.....	55	45	54
Potential heart cases.....	18	31	11
Diagnosis deferred.....	30	23	19
Abnormal hearts, not diseased, Class 4.....	.....	30	48
Recommendations			
To hospital.....	.....	9	6
Removal of diseased tonsils.....	76	66	27
Exemption from gymnasium.....	48	71	45
Nose and Throat specialist.....	25	107	110
To remain out of school.....	4	34	6
Special cardiac exercise class.....	48	79	83
Special corrective exercise class.....	8	21	8
Fresh Air Home.....	.....	5	5
Dental care.....	.....	83	95
To Sanatorium.....	.....	3	.....
To return to regular gym.....	.....	14	15
Discharged.....	.....	8	10
Open window class.....	1	.....	.....
Heart X-Ray.....	2	.....	.....
Nutrition program.....	.....	.....	62
Return to school.....	.....	.....	4
Pathological Clinic			
Wasserman tests conducted.....	64	72	41
Positive.....	5	6	6
Negative.....	58	65	35
Doubtful.....	1	1	.....
Von Pirquet tests conducted.....	169	192	116
Positive.....	61	57	48
Negative.....	108	135	68
Haemoglobin tests conducted.....	333	144	19
Urinalysis.....	19	64	99
Blood counts.....	4	4	5
Specific treatments.....	.....	32	89
Mercury treatments.....	127	177	138
Tuberculin treatments.....	153	.....	16
Specific catarrhal smear.....	11	33	32
Miscellaneous.....	7	.....	.....
Reinspections.....	482	836	10,259
Total number of Schick tests conducted.....	* 73	185	3,254
Positive.....	* 351	651	7,005
Negative.....	.....	.....	.....
* Balance of 58 pupils did not return to have reactions read.	266	340	8,574
Number of treatments of toxin-antitoxin given.....	.....	16	.....
Number of pupils still under treatment.....	.....	651	6,851
Number of "negative" certificates issued.....	.....	87	.....
Number of "immune" certificates issued.....	.....	.....	.....
Orthopedic Department			
No. of old cases seen and treated.....	3,885	8,499	6,743
No. of new cases seen and treated.....	610	627	360
Total.....	4,495	9,126	7,103

	1922-1923	1923-1924	1924-1925
Scoliosis	192	350	147
Kyphosis (round shoulders).....	18	24	84
Lordosis (hollow back).....	3	25	15
Infantile Paralysis	22	16	18
Cardiac disease	28	456	69
Wry neck .....	.....	6	1
Birth paralysis	1	3	.....
Improper shoes .....	.....	.....	1
Sore heel .....	.....	.....	1
Stiff elbow	1	.....	.....
Club feet .....	.....	.....	1
Lame leg and knee.....	.....	.....	1
Injured foot .....	.....	.....	3
Flat feet	88	42	57
Congenital hip dislocation.....	4	5	1
Rickets	2	3	4
Spastic Paralysis	2	1	.....
Muscle Atrophy .....	.....	1	1
Tubercular bone .....	.....	1	1
Injury to hip.....	.....	1	1
Potts disease	1	.....	1
Tortocollis	2	.....	1
Poor Posture	22	.....	20
Chest deformities	3	.....	4
Negative examinations for "Better Boy and Girl" Contest	234	.....	.....
Injury to spine.....	.....	.....	1
Overweight .....	.....	.....	1
Diagnosis deferred .....	.....	.....	4

Recommendations

Referred to school nurse.....	.....	.....	1
" " doctor .....	.....	.....	1
" " School Clinic for exercise.....	180	370	341
" " Orthopedic specialist	24	40	30
" " Crippled Children's Class.....	21	3	6
" " School gymnasium for exercise....	27	97	17
" " Family physician .....	.....	3	1
" " Eye Clinic, Public School Clinic .....	.....	5	.....
" " Cardiac exercise class.....	.....	16	54
" " " specialist .....	.....	.....	4
" " 18th Ave. Clinic.....	.....	.....	64
" " Central High Clinic.....	.....	.....	1
" " Heart Clinic .....	.....	5	.....
" " Exercise class at Alexander St. School .....	.....	2	.....
" " Lung Clinic (Public School Clinic	1	.....	.....
" " Medical Clinic	5	.....	1
" " Oliver Street Clinic.....	.....	.....	18
" " Physical Director .....	.....	.....	1
Excluded from school (chorea).....	.....	1	.....
Exempt from gymnasium work.....	.....	65	54
To report later.....	194	125	111
No. of pupils reexamined	180	298	123
No. of pupils discharged, as cured.....	89	112	21
No. of pupils discharged, other reasons.....	.....	103	2
No. of pupils treated at the Alyea St. Clinic	549	135	.....
No. of pupils treated at the Oliver St. School Clinic .....	.....	984	1,332
No. of pupils treated at the 18th Ave. School Clinic .....	.....	.....	67
No. of pupils in attendance at the Franklin School corrective class.....	.....	.....	6,051
No. of pupils in attendance at the Oliver St. School corrective class.....	.....	.....	6,673
No. of pupils in attendance at the Lafayette St. School corrective class.....	.....	.....	480
No. of pupils in attendance at the Eighteenth Ave. School corrective class.....	.....	.....	262

REPORT OF SUPERVISOR OF MEDICAL INSPECTION 299

Nutrition Department

	1923-1924			1924-1925		
	Boys	Girls	Total	Boys	Girls	Total
Children weighed and measured	1,362	1,326	2,688	5,655	5,767	11,422
Number normal weight	1,088	922	2,010	4,018	3,544	7,562
Percent normal weight	79.9%	69.5%	74.8%	71.1%	61.4%	66.2%
Underweight 7% and more	212	297	509	1,392	1,814	3,206
Percent underweight	15.6%	22.4%	18.9%	24.6%	31.5%	28.1%
Overweight 20% and more	62	107	169	245	409	654
Percent overweight	4.5%	8.1%	6.3%	4.3%	7.1%	5.7%

REPORT OF TYPE A CLASSES

	1923-1924	1924-1925
Number of classes	11	24
Total number of members enrolled	255	917
Average number of members per class	21	38
Number dropped from classes	82	245
Number reaching normal weight zone	115	426
Percent reaching normal weight zone	67%	53%
Number graduated	20	96
Total number of sessions attended	3,170	10,269
Average attendance	176	612
Total number of pounds gained	1,592	6,651
Total number of pounds lost	563	1,351
Total net gain	1,067	5,300
Average gain per class per week (pounds)	.34	.52
Average number of children attend weekly per class	19	
Total number of visits of parents at school	2,174	7,124
Average attendance of parents per class	12	
Percentage of attendance of parents	64%	62%
Total number of visits of doctor at schools	95	-159
Total number of visits of doctor at classes	35	46
Total number of physical examinations	250	832
Number of recommendations made	436	1,461
Number of recommendations carried out	321	1,008
Number requiring adenoid and tonsil operation	126	319
Number of adenoid and tonsil operations performed	62	145
Average number of visitors weekly	2	37
Total number of home calls made	455	1,195
Total number of classes conducted	175	534
Total number of weighings for the term	3,211	10,574
Rate of class gain weekly (based on normal expectation of gain)	194%	287%

REPORT OF PHYSICAL EXAMINATIONS

Total number of physical examinations	250	787
Total number of defects found	2,121	6,478
Average number of defects per child	8.5	8.2
Adenoids and Tonsils (diseased)	126	311
Enlarged tonsils (observation)	20	104
Open mouth	42	44
Granular pharynx	106	154
High arch palate	24	80
Defective teeth	132	366
Malocclusion	1	32
Enlarged turbinates	17	113
Deviated septum	191	691
Anterior cervical glands enlarged	101	328
Posterior cervical glands enlarged	9	26
Epitrocular glands enlarged	5	113
Thyroid glands enlarged	82	152
Thickened ear drum	2	8
Otitis Media	20	97
Impacted cerumen	4	46
Strabismus	106	260
Conjunctivitis	15	67
Blepharitis	11	27
Defective vision	31	27
Pediculosis	16	11
Eczema	1	4
Ringworm	2	2
Scabies		

	1923-1924	1924-1925
Ichthyosis	1	2
Flat chest	53	224
Funnel chest	80	202
Pigeon chest	22	140
Harrison groove	5	86
Bronchitis	20	51
Valvular heart disease	11	26
Hernia	5	21
Adherent prepuce	3	7
Enuresis	2	7
Worms	2	7
Fatigue posture	250	758
Round shoulders	187	770
Protruding abdomen	66	65
Lateral curvatures	111	689
Lordosis	15	45
Kyphosis	119	6
Flat feet	119	314
Appendix	1	8
Ovarian Cyst	1	1
Chorea	1	2
Submaxillary gland enlarged	1	3
Liver enlarged	1	1
Herpes	1	1
Jaundice of eye	1	1
Nystagmus	1	2
Alepecia	1	1
Inverted ankle	1	1
Von Pirquet test advised	94	75
Wasserman test advised	4	3
X-Ray advised	30	22
Urinalysis advised	53	127
Blood count advised	1	.....
Stool examination advised	1	.....
Vision test advised	4	.....
Eye examination advised .....	.....	191
Lung examination (special) advised .....	.....	12

REPORT OF TYPE B CLASSES

	1924-1925
Number of classes	5
Total number of pupils enrolled	2,850
Total number of classes	70
Average monthly gain per child (pounds)	85
Total number of physical examinations	380
Number of home calls	95
Number of parents' meetings	7

Percentage of malnutrition reduced in the Type B classes, as follows:

	from	In February	to	In June
Elliott Street School	30%	.....	18%
Lincoln School	31%	.....	13%
Ridge Street School	37%	.....	19%
Roseville Avenue School	26%	.....	24%
Speedway Avenue	Sept.	21%	.....	6%

Psycho-Educational Department

Psychological Department		1922-1923	1923-1924	1924-1925
Number of new cases from School Principals	.....	.....	.....	.....
" " " " " et al. ....	.....	932	1,038	897
" " " " " Attendance Dept. ....	.....	428	315	302
" " " " " Juvenile Court ...	.....	48	.....	.....
" " " " " Other sources.....	.....	38	25	24
Number of old cases reexamined.....	.....	335	332	384
Total number of cases examined.....	.....	1,781	1,710	1,607
<i>Diagnoses</i>				
Feeble-minded, Total No.....	.....	363	394	475
" " " " " classed as Morons.....	.....	324	355	397
" " " " " Imbeciles .....	.....	36	33	53
" " " " " Idiots .....	.....	3	6	4
Mentally inferior, including borderline and doubtful cases .....	.....	697	812	680
Mentally average .....	.....	516	423	384
Mentally superior .....	.....	27	29	20
Disciplinary cases .....	.....	454	366	249

REPORT OF SUPERVISOR OF MEDICAL INSPECTION 301

	1922-1923	1923-1924	1924-1925
<i>Recommendations</i>			
Binet classes	317	354	429
Special teaching	123	69	35
Regular grades	230	330	268
Vocational schools	65	51	21
Prevocational manual training	327	286	213
Institutional care	53	48	64
Corrective speech training	45	42	38
Conservation of vision class	10	7	28
Class for Crippled Children	44	31	45
Referred to Attendance Department without recommendation	454	366	.....
Medical care	1,145	1,069	986
Cases for further examination	272	289	237
No. of old cases seen and treated in all Departments	21,873	24,808	22,635
No. of new cases seen and treated in all Departments	17,110	17,208	14,954
Total number of cases seen and treated in all Departments	38,983	42,016	37,589

VI. THE DEAN OF HIGH SCHOOL GIRLS

MRS. MARY D. POLAND

A Dean or Adviser of Girls has been added to the faculty of many high schools of the country. The establishment of the office is quite recent. In 1920 the National Association of Deans of Women met in Cleveland with only ten high school deans present. In 1922 Dr. Romiett Stevens, of Columbia, who made a survey of the schools of the country, reported four hundred schools employing deans of girls. Since that time the number has rapidly increased. This rapid advance in the recognition of the office indicates its value to the aims of secondary education.

REASONS FOR THE ESTABLISHMENT OF THE OFFICE. Whatever ground there may be for the current popular criticism of the young people of today, reproaching them for frivolousness, for lack of culture and refinement, for refusal to accept the traditional standards and conventions, we must remember that they naturally reflect the political, industrial, intellectual and moral transition through which not only America, but the whole world, is passing. We sincerely believe that the boys and girls whose social standards have been lowered are the unfortunate victims of commercial greed, which for monetary gain has flooded the market with popular songs of destructive influence, with jazz, with coarse fashions in dress and manners, and with suggestive literature. We must also believe that these boys and girls are sound at heart and as worthy of being saved as ever their parents dared to claim for themselves. The social instincts of youth always have found and always will irresistibly find expression. Unwise attempts to suppress often result in increase of demoralized conduct through provoking a spirit of defiance. The situation, therefore, presents a challenge to educators to provide for students all possible avenues for social expression which make for high types of manhood and womanhood.

School life affords two classes of activity: (1) The work prescribed by the course of study, or the Academic Curriculum; and (2) All activities carried on outside the class room, or the Social Curriculum.

The Social Curriculum, or as some prefer to call it, the extra-curricular activities, include class and home room organizations, assemblies, student councils, newspapers and other publications, clubs of all kinds, athletics, etc.

Many a parent has been amazed at the amount of energy put forth by a son or daughter in the management of a school magazine, participation in a play, making arrangements for a dance or other social function, when it has been quite impossible to arouse his or her interest or effort in studies. These activities into which they enter

so heartily constitute a powerful means of education to students, for good or for bad.

It is not new for boys and girls of high school age to like to get together to form a club. They have always been pleased to be elected to office, to be appointed on committees and to have specific responsibilities imposed. It is comparatively new, however, to have teachers come to realize that interest in outside activities may be made of educative value. It is only recently that they have awakened to the possibility of directing these extra-curricular activities so that they may accomplish the same ends hoped for by pursuance of academic studies.

Educators have always agreed that mastery of subjects is not entirely an object *per se*, but a means of character building. They are coming to see that the same object is perhaps more directly attained by teaching students how to get on together, to accept gracefully defeat in a fair election, to support the successful opponent, to appreciate the good qualities of others, and to cooperate for the common good. This is training for citizenship, the desired product of public education. The problems that arise in school situations are not unlike the problems that arise in the community. They must be solved by application of the same principle, viz: the greatest good to the greatest number.

Good citizenship cannot be taught by precept. It is an art which can be learned only by practice. This is the reason that many schools have instituted student government. By participation in the solution of the problems of discipline, and by working in the organizations which they themselves have instituted, students are trained as junior citizens, functioning in a democracy.

DUTIES OF A DEAN OF GIRLS. These important activities have need of guidance from faculty sources. Teachers are too burdened with their academic load to devote much time to outside matters. To the dean is assigned the task of guiding, stimulating and limiting the diverse forces operating. It is her province to organize and supervise all that is included in the Social Curriculum. In addition to direction of group organizations, she must keep in close contact with the personal life of the girl to influence her for good in her relations to home, school, and community.

Ideally, the dean should be preeminently an educator. She should keep in mind that she is teaching pupils rather than subjects. She should be able to see another's point of view and not lose her own. She should have sympathy and love and an understanding heart. She should have an optimistic view of life, based on broad experience. She should have clear vision of the purpose of her mission, which is to meet the needs of the community by stressing the power and glory of good womanhood. In evidence of the importance of the office as seen by high school principals, R. R. Cook, Principal of High School,

Topeka, Kansas, in an article published in "Teaching," says: "I consider the position of adviser of girls the most valuable addition that has been made to the administrative staff of the high school in its modern development. I cannot see how any high school of five hundred pupils or more can meet its responsibility to the parents of its girls without such an official. The social life of the modern high school girl has become so complex that it is increasingly difficult for the parents to fully understand it. Girls often need advice and guidance from a person who is fully acquainted with the conditions, and who can assist them intelligently."

THE NEWARK PLAN. Newark is the only city which has entrusted more than one school to a single dean. The four senior high schools have one dean of girls in common. There are advantages and some disadvantages in this plan. The chief disadvantage is that it is not practicable for the dean personally to guide, in all the schools, such activities as require a constant hand at the helm. On the other hand, relieved of specific details such as checking up tardiness and absences, granting excuses, etc.—which duties many deans assume—she is free to develop her work along broader lines.

Personal contact with students is essential for accomplishment of the ends desired. The Newark plan enables the dean to come into close touch with every girl. This is done by means of formal lectures to large groups, informal conferences with smaller groups and intimate talks with individuals.

By approval of the Superintendent and cooperation of the principals and teachers, a definite schedule of group conferences is arranged each term in the four senior high schools. The discussions at these conferences concern many phases of a girl's interest, such as social deportment, morals and ethics, cultivation of a gentle voice, health, boy friends, appropriate dress, proper use of leisure, how to study, vocational guidance, etc. As a rule, girls want to know the authorized standards of proper conduct in every-day affairs.

I consider the personal interviews with individuals a most vital part of my work. The interview may be requested by a teacher or parent, or, as is generally the case, may be voluntary on the part of the student. The girls look upon the dean as their friend and they bring her their problems, sometimes serious indeed, sometimes trivial, but always with a spirit of appreciation for sympathetic friendship and kindly advice. The matters discussed are often confidential and hence cannot be reported. I may state, however, that the problems of the adolescent girl touch many phases of life and that the majority of girls are conscientiously trying to solve them in a proper manner.

Instead of occupying a seat of learning, I sometimes feel that I am sliding up and down a bench, in turn dispensing advice perhaps on spanning the breach which has come between a girl and her father; helping to right thinking a student who has become discouraged in her school work; considering financial crises, occasionally a love affair;

lifting the veil from a girl's eyes who is weeping out her heart because she has concluded that her mother does not love her; acting as employment agent, nurse, teacher, vocational expert, manager of school finances, or, as recently happened, standing beside the bed of a girl who had attempted suicide. My advice has been asked all along the line of human dilemmas from "How can I earn some money?" to "Which parent shall I decide to choose in impending divorce proceedings?" Whatever the difficulty, to the girl it is very real and she stands in need of a wise friend if these experiences are to count for credit in the school of character building.

It is my custom to hold a personal interview with every senior in the city before she is graduated. This is chiefly for vocational guidance. A number of girls are in college today who have been helped to solve the problem of insufficient funds. Others have changed their choice of vocation by being shown how to evaluate their own talents and tastes. At East Side, I have recently organized the girls of the higher grades into a club for the purpose of studying the various occupations open to women. Experts in certain lines are invited to present the facts as to the nature of the work, qualifications required of employees, remuneration, etc. I find that even those who have chosen teaching as their vocation have a very vague and inadequate conception of the profession. One girl wrote on a questionnaire that she was going to study law because she understood that every time a lawyer opens his mouth he gets ten dollars for every word he speaks.

This fall in the group conferences I have stressed the matter of scholarship marks. The Superintendent's recent report showing the large percentages of high school students who repeat subjects is most startling. Students who habitually fail must belong to one of three classes: (1) Those who have not brains enough to pursue a high school course; (2) Those who have brains but are not using them; (3) Those having brains who in spite of hard study, perhaps too much study, still fail to make the passing mark.

The first class are not responsible and therefore not to be blamed. They should leave school and choose some line of usefulness for which they are fitted. The second class, if hopeless as to reform, have no right to occupy seats in these crowded times. They too should leave school. The members of the third class need help. Their cases must be diagnosed individually. Many students pass through high school without having learned how to study. Here is a field for the dean to cooperate with the class room teacher. I have been endeavoring to discover the cause of failure and to try to apply the remedy. In many cases I have been greatly encouraged to have the girls proudly bring their cards to me to see a steady improvement in marks. Could this individual attention reach every student who needs it, I feel confident that the scholarship of our schools would be a matter of pride.

GROUP MEETINGS. I met all the girls of the senior high schools at regular intervals in group conference. Each school arranged a weekly schedule for the conference or talk on the day assigned.

The subjects discussed in the conferences covered a wide range. They pertained to the various interests and needs of the average school girl. Special stress, however, was laid during the past year upon *better scholarship*. This was indicated by the new rule of the Board of Education which allows only one repetition of a subject.

As an additional incentive toward higher standards of scholarship, I organized a system of student advisers whereby each senior became responsible for the standing and progress of one or more sophomores assigned to her. This experiment, where tried, elicited much interest and resulted in mutual good. Unfortunately, the two session necessity precludes the plan being extended to freshmen who would be especially benefited by such help. Special lessons, however, were given to the freshmen on *how to study*.

INDIVIDUAL INTERVIEWS. Group conferences were followed by interviews with individual students when requested by the student herself or assigned by a teacher.

COLLEGE ENTRANCE. One of the most frequent subjects upon which I have called for advice is how to secure means to go to college. A dream I love to indulge is that the day will come when our city can say to its citizens that no Newark boy or girl who is of "college timber" shall be denied a college education because of insufficient funds. The applications for college loan funds far exceed the supply at the present time.

The scholarship given by the High School Alumnae Association at the New Jersey College for Women was awarded for September 1925 to Leonora Gross of South Side. This scholarship is offered each year to the high schools in rotation. The beneficiary must be recommended by the principal for scholarship and character.

VOCATIONAL GUIDANCE. The Girls' Vocational League of East Side High School was organized during the past year. The object of the League, which comprises all the girls who attend the morning session, is to acquaint them with the various vocations open to them. Addresses on teaching, nursing, telephone operating, etc., were given by experts, who outlined the demand of the particular line of work, qualifications required, remuneration, etc. Arrangements are made for students to visit the various business concerns which interest them.

Although there is now no official employment bureau under the auspices of the Board of Education, I have been able to secure a number of positions for girls upon their graduation from school.

There is need of greater facilities for part time employment. Many students find it necessary to earn money to help defray their expenses of carfare, clothing, etc. I have been endeavoring to estab-

lish a closer relation between business concerns which can utilize service for part of the day and the students who desire such employment.

GIRLS' WEEK. As general chairman for Girls' Week, which is a civic movement, I was gratified by the hearty cooperation of the schools. Principals and teachers entered heartily into the idea and gave every aid possible to make the project a success. The girls of the elementary schools and the high schools entered *con amore* into the activities provided by the program.

Newark is the first city to recognize the interests of girls on a par with those of boys. Girls' Week was established in 1924 and has had two successful celebrations.

EXTRA CURRICULAR ACTIVITIES—GIRLS' LEAGUE. A new feature of the Girls' League of Barringer was the establishment this year of a student council. Two representatives from each home room constitute the Council. Questions of policy looking to the betterment of the school are proposed and discussed by the members. The seriousness with which this body takes upon itself responsibility for the good of the school is most interesting and encouraging. Nor are the results of its deliberations to be ignored. Mr. Stearns cooperates heartily and is always willing, where practicable, to give a trial to the measures proposed by them; for example, it was suggested that since our national flag represents both men and women, it would seem to be appropriate to have the flag carried at Assemblies, for salute, by a boy and a girl instead of by two girls, as has been the custom heretofore. This change was put into effect by Mr. Stearns, much to the gratification of both the boys and the girls.

Again, it was suggested by the Council that students might take charge, at noon time, of the corridors leading to the lunch rooms so as to relieve the teachers. A corps of guards was organized which functioned daily. Among the results to be noted are systematic passing, halls free from paper and lunch debris, quiet and orderliness. Teachers are gratified to have the assistance and they are pleased at the interest shown by the students and responsibility assumed by them. They have been especially appreciative of the effective manner in which the ends have been accomplished.

SERVICE CLUBS. The Service Clubs of East Side, Central, and Barringer all did excellent work in serving first, their own school, and second, aiding the social work of the community. They took part in Red Cross activities, in the City Hall project of providing Christmas cheer for poor children, in bringing pleasure to blind children and cripples, etc.

The schools have learned to depend upon them for whatever service is needed.

It is anticipated that the work of the ensuing year will further and carry out the various lines of endeavor put into action during the past year and previous years.

VII. DOMESTIC SCIENCE

MARY L. CAUFIELD

Supervisor

The loss of thirty minutes from a period already too short seemed appalling, and I must confess caused me some hours of uneasiness. To change the work in the grades meant a readjustment in the high schools, consequently the whole field of the work had to be reconsidered. Up to this time we covered all cooking processes in the grammar grades, reviewed these processes in the high schools in a more advanced and technical way.

In the new plan it was not possible to teach cooking involving a long time element, and of necessity the lessons in the grades had to be simplified. This has worked out to be of double benefit. The children in the grades learn the simpler processes more thoroughly, giving them a better foundation for their high school work, while the high school girl's interest is more readily held by having advanced subject matter taught. Thus, I might say, we stumbled upon the solution of a problem we had long been anxious to solve, namely, how to make domestic science more alluring to the high school girl.

VIII-A. MANUAL TRAINING

Grammar Grades

ALLEN D. BACKUS

Supervisor

The supervision of certain subjects in the school curriculum is confined to instruction. This is not true with an activity such as manual training, where teachers specially trained are employed, special equipment and supplies used, and rooms planned for the activity occupied. Supervision must here be divided. The shop must be supervised from the physical standpoint and also from the pedagogical. It is conceivable that the physical condition of a shop might be nearly perfect and the instruction poor. It is almost impossible to imagine a shop poorly planned, with equipment inadequate and out of order, and satisfactory instruction resulting. Special effort was made during the school year 1924-1925 to bring the condition of the shops and equipment up to as high a standard as possible. While much must still be accomplished the results were highly satisfactory. Allow me to outline to you some of the efforts made in this respect.

TOOL REPAIR. A center authorized by the Board of Education was established at Elliott Street School for the repair and reconditioning of tools. All tools were cut from the order lists for teachers. Broken or lost tools must now be reported to the supervisor, who then makes the replacement from this center. Many tools have interchangeable parts, so that the broken tool is not a total loss, but can be put in shape to be sent out later. In the past, plane parts, hammer handles, chisel handles, etc., were on the order lists available to teachers and many were ordered and kept on hand in the individual shops for emergencies. There was great waste in such a plan. The localizing of all repair and replacement should result in a very large saving to the Board of Education.

INVENTORIES. Inventory sheets carrying over for a period of years have been placed in all shops; these indicate the *standard equipment* determined upon for our shops. (In the past there was no standard and no two shops had the same equipment.) Inventories also show equipment lost, broken or transferred, as well as added equipment. Duplicates of these inventories are kept at the office of the supervisor, and by means of blanks used by the teachers in reporting loss and breakage these duplicate inventories are kept up-to-date. Tools have been transferred where necessary so that now most of the shops have a standard equipment.

In connection with the inventories permit me to mention a graphic inventory chart which has been designed and is gradually being placed in all shops. This chart is supplementary and is framed and placed in a conspicuous place on the shop wall; it shows the visitor at a glance to what extent the equipment is complete.

ORDERING SUPPLIES. Teachers and even principals have been uninformed in the past regarding the cost of manual training supplies. The teacher has ordered what he thought necessary, the principal has signed the order, and in due course of time the school appropriation has been charged with the amount these supplies cost. This has often led to embarrassment for the principal and has not promoted economy. A cost list of all supplies has now been put in the hands of each teacher as well as an estimate of the maximum sum allowed for the school. The teacher is instructed to advise the principal of the probable cost of every order. Such a method is fairer, it would seem, to both the principal and teacher and is already resulting in noticeable economy.

KEEPING RECORD OF SUPPLIES USED. A definite system of keeping supplies has been instituted. This system includes a perpetual inventory and a definite storing space for each item. It will result in much more intelligent ordering as well as more careful use. It discourages the practice found in many shops of having several cans of paint or glue and packages of screws or brads opened at once and only partially used. There has been no willful waste in this department but a survey of conditions convinced me that a more definite and generally accepted system would result in much saving.

INSTRUCTION. The majority of teachers in the department are well prepared and excellent teachers. Efforts have been made to strengthen the instruction wherever possible.

The change in the course of study in the fifth and sixth grades, as authorized by the Board of Education, is an improvement and should result in better arithmetic. The use of the rule as a basis for the teaching of fractions is, I believe, worth much consideration. The field for this work in the lower grades is large and developed very slightly so far.

TEACHERS' MEETINGS. Meetings have been held with teachers whenever it was felt that matters of sufficient importance must be presented. Such meetings, to be successful, must be carefully planned and teachers must feel that the subjects presented are of real importance. The teaching body in this department included during the past year about ten teachers with not more than two years experience. Special meetings were arranged for these teachers. These meetings were held in the different shops where the best conditions existed and the men were addressed by the experienced teacher of that shop upon some phase of the work in which the teacher was especially proficient. These meetings were greatly appreciated by these young teachers and did much to arouse a professional standing amongst them.

SUMMARY OF CONDITIONS. The physical condition of the manual training shops in Newark is good, with a constant improvement to be expected. A comparison with other cities would be welcomed.

The teachers are of a high grade and a splendid spirit prevails. A sincere desire to have a real place in educating the boys of Newark dominates the department.

CONCLUSION. There are in the elementary and junior high schools about sixty shops equipped for wood work, eleven print shops and some special rooms for mechanical drawing. The Supervisor of Manual Training in the Grammar Grades is responsible for all equipment and materials used in these centers. The ordering and distribution of lumber alone takes much time. Careful supervision of this phase of the work is necessary in order to keep expenditures within bounds.

VIII-B. MANUAL TRAINING

Primary Grades

MRS. MARY G. ZEHLEIN

Supervisor

Under the platoon plan, it is much easier to supervise the work of a school. One teacher usually does most of the work, and if she is retained in the same position for a number of terms, there is a saving of time and energy.

It requires a term at least for a teacher to work out her salvation in the special subjects, especially if she is carrying six classes and has no time for preparation of material.

The work of the third and fourth grades at Abington Avenue School has been under the direction of one teacher for several years, and it is pleasing to note the little time lost in getting to work, because the children know just what is expected of them and the teacher does not have to waste much energy in explanation. The children are always happy and busy.

I have found that children working at desks do better than those working at the sewing tables. The classes are large and of necessity must sit around the four sides of the table. Any blackboard used by the teacher would cause some children to twist and turn around to see the work and the light on their work is from all directions. It is rather inconvenient for the teacher to inspect the work.

IX. MUSIC

LOUISE WESTWOOD

Director

The primary grades produce satisfactory results in music. Daily lessons with a regular sequence of work develop the power and initiative of the children. The cycle plan in the traditional schools is not conducive of the best work in the fifth and sixth grade classes, although this plan is quite satisfactory for the children of the seventh and eighth grades. The younger children of the fifth and sixth grade classes do not retain as well the work of the previous cycle.

As a result of the class room singing, in grammar grades, in some traditional schools, glee clubs are being requested by the children themselves. These give the youth of Newark a training in team work, harmonic and ensemble experience which are of inestimable value. Voices are being sought by choir leaders of the city. The quartette and organist whose only musical training was received in the public schools of Newark are doing very acceptable work in one church in this city.

Step by step, foundation is thus gradually being laid toward helping to make Newark "A Singing City."

Who can calculate how much future joy or what breadth of experience and consequent larger contact with life glee club work may engender?

Orchestras in the traditional schools are producing the same opportunity for team work harmonic and ensemble training, and are putting into practical use the private instruction for which parents are paying large sums of money. This gives a vital contact between the home and school life of the community. Some boys are being kept in school because of this keen interest and participation; some are receiving appreciable remuneration for public orchestral activity. Public school orchestras contribute favorably toward helping to solve the problem of the use of leisure time.

Music appreciation is most enthusiastically received by teachers and pupils. The heterogeneous mass of records, selected largely from the adult's standpoint, rather than for use in the classroom, are used to the largest advantage possible. At the present time, most of the phonograph records are too elaborate to benefit young children whose perceptions have not been trained. For this reason, I suggest that a special adoption of records be made of simplified instrumental and vocal selections so that they may be readily comprehended and appreciated by the youngest pupil.

The program in the platoon schools by reason of the cycle plan in the primary grades may make it necessary to change the aims of our work in those classes. Auditorium periods are in process of

development, and I believe in this specific place music will have a very strong influence.

The orchestras and glee clubs of senior high schools would be very much larger were it not for the double sessions. Many of the students of the morning session work after school, and as the teachers' periods are fully occupied in the morning, afternoon pupils wishing glee club or orchestra work cannot include these in their schedule. The School Band is holding its own very commendably under unfavorable conditions. It is often called upon to play at public, civic and school occasions. I feel that we should continue our two rehearsals weekly as we have done in the past. The extra rehearsal was provided for by Mr. Hambright who last year, as principal of Washington Street School, contributed a sum from chocolate sales and other school activities to cover the deficit. The financing of the band must receive serious consideration if it is to function with any kind of satisfactory results.

X. LECTURES AND VISUAL INSTRUCTION IN THE SCHOOLS

ARTHUR G. BALCOM

Assistant Superintendent of Schools

The report herewith submitted covers the activities of the Department of Visual Instruction for the three years ending June 30, 1925:

1923

FILMS

1. Number of feet in film library: 163,000.
2. Subjects covered by same: Geography, Agriculture, Fire and Fire Prevention, Civics, Safety, History, Health and Hygiene, Industries, Literature, Nature Study, Biology, Athletics.
3. Number of feet of film purchased during the year: 53,000.
4. Number of feet rented: 11,000.
5. Number of feet loaned by concerns where the item of expense was payment of transportation both ways: 155,000.
6. Number of showings for instructional purposes: 1,660.
7. Aggregate number of pupils viewing same: 446,352.
8. Number of films lost: none.
9. Number of films destroyed: none.
10. Number of special programs: 45.
11. Attendance at these programs: 11,220.
12. Number of programs where films were loaned: 40.
13. Attendance at these programs: 15,075.
14. Expense for purchase and rental of films: \$2,407.36.

SLIDES

1. Number of slides in central depository: 5,286.
2. Subjects covered by same: American History, English History, Geography of the United States and Canada, Literature, Industries, Mining, Newark Study, Physical Geography, Zoology, Botany, Geology, Astronomy, Physics, Mechanics, Physiology, Agriculture, Civics, Health and Hygiene.
3. Number of schools using slides from central depository: 20.
4. School using the greatest number: Lafayette Street.
5. Set used most: Freedom in Evolution, Period 4.
6. Aggregate number of slides belonging to Board of Education taken out during year: 6,124.
7. Number of pupils viewing same: 27,496.
8. Number of State Museum slides used: 6,864.
9. Number of pupils viewing same: 35,837.
10. Number of slides purchased: 200.
11. Number of slides cracked or broken: 30.
12. Expense for purchase of slides: \$166.

1924

FILMS

1. Number feet of film in library: 224,000.
2. Subjects covered by same: Geography, Industries, History, Civics, Nature Study, Botany, Geology, Zoology, Agriculture, Safety, Mechanics, Literature.

3. Number feet of film purchased during year: 61,000.
4. Number feet of film rented: 18,000.
5. Number feet of film loaned by concerns where item of expense was payment of transportation both ways: 57,000.
Bureau of Commercial Economics: 43,000.
6. Number of showings for instructional purposes: 1,951.
7. Aggregate number of pupils viewing the same: 480,046.
8. Number of films lost: 7.
9. Number of films destroyed: none.
10. Number of special programs: 36.
11. Number attending these programs: 15,310.
12. Number of programs where films were furnished through the department: 32.
13. Number in attendance at these programs: 17,625.
14. Expense during the year for purchase and rental of film: Purchase, \$3,813.00; rental, \$586.00; total, \$4,399.00.

SLIDES

1. Number of slides in central depository: 7,975.
2. Subjects covered by same: Industries, History, Civics, Science, Nature Study, Geography, Art, Literature, Child Hygiene.
3. Number of schools using slides from central depository: 24.
4. Number of other schools using State Museum slides: 4.
5. School using greatest number of sets: South Street.
6. Set of slides most used: Newark Study.
7. Aggregate number of slides belonging to Board of Education taken out during year: 5,528.
8. Number viewing same: 38,262.
9. Number of State Museum slides used: 689.
10. Number viewing same: 4,731.
11. Number of slides broken during year: 5.
12. Number of slides purchased: 2,700.
13. Expense of purchase of slides during the year: \$1,984.01.

1925

FILMS

1. Number of feet of film in library: 343,437.
2. Subjects covered by same: Geography, Industry, History, Civics, Nature Study, Botany, Geology, Zoology, Agriculture, Safety, Mechanics, Literature.
3. Number feet of film purchased during year: 122,237.
4. Number feet of film rented: 27,157.
5. Number feet of film loaned by concerns where item of expense was payment of transportation both ways: 41,450.
Bureau of Commercial Economics: 20,000.
6. Number of showings for instructional purposes: 2,002.
7. Aggregate number of pupils viewing the same: 416,954.
8. Number of films lost: none.
9. Number of films destroyed: 2.
10. Number of special programs: 79.
11. Number attending these programs: 49,215.
12. Number of programs where films were furnished through the department: 46.
13. Number in attendance at these programs: 18,117.
14. Expense during the year for purchase and rentals of films: Purchase, \$3,753.23; rental, \$831.50; total, \$4,584.73.
15. Number of feet of film rented by the department to other concerns: 13,500.

SLIDES

1. Number of slides in central depository: 9,390.
2. Subjects covered by same: Industries, History, Civics, Science, Nature Study, Geography, Art, Literature, Child Hygiene.
3. Number of schools using slides from central depository: 26.
4. School using greatest number of sets: Warren Street.
5. Set of slides most used: Primary 200 Set (Straight and Cross Reference).
6. Aggregate number of slides taken out during year: 9,295.
7. Number viewing same: 102,660.
8. Number of slides broken during year: 17.
9. Expense of purchase of slides during the year: \$966.40.

During the years of 1923 and 1924 I loaned to the local schools a considerable number of slides obtained from the State Museum which were used extensively. This was during the time that I was adding slides to the collection at the central depository and when this collection was not so complete and well classified as it is now.

The Catalogue of Slides and Films and Instructions to Teachers

This catalogue was compiled in my office and printed at the Boys' Vocational School and became available for distribution late in June 1924. Not only has it been of great use in the Newark schools but it has been given wide publicity in schools and institutions where visual aids are used throughout the land so that requests for it have come from nearly every state in the Union. Comments upon it have been most favorable.

SPECIAL PROGRAMS IN THE SCHOOLS

Since doing away with the public lecture course in which programs were given in school buildings designated as centers, I have given a limited number of programs in the day schools. During the period covered by this report these were given:

J. Franklin Babb. Subject: Character Building. Given in four schools with an aggregate attendance of 2850.

Mrs. Helen Gifford Chanalís. Subject: Rembrandt. Six programs in four schools with an aggregate attendance of 2125.

M. P. Greenwood Adams. Subject: Australia. Given in twelve schools with an aggregate attendance of 7020.

Col. E. A. Havers. Subject: The Pen Mightier Than The Sword. Given in eleven schools with an aggregate attendance of 5800.

Miss Emily H. Suydan, lecturing under the auspices of the N. J. Tuberculosis League. Subject: Health. 115 programs in thirty-seven schools with an aggregate attendance of 32,213.

Arrangement of programs in celebration of "Kindness To Animals Week" in which representatives of the Humane Society gave talks on "Kindness To Animals", in twenty-seven schools with an aggregate attendance of 28,000.

All of these programs were given at auditorium periods adjusted as to time so that there was no interference with the regular programs of the schools.

Why Use More in Teaching Than the Printed and Spoken Word

To fully interpret the written and spoken word one must have an experience kindred to the one contained in the written or spoken sentence. It is said that it is not so much what we read out of a book as what we read into it that counts. When we read from the printed page or listen to the spoken word we invariably form mental images or visualize the situations set forth according to the extent of our experience in that field of thought. If this be true of adults, we can appreciate that children, particularly those reared and trained in a large congested city, need to be taught by such means as not only the content of the subject will be presented but also the atmosphere. Therefore, there should be an abundant use of illustrative material such as charts, maps, flat pictures, stereographs, slides and films. To be well informed in this day and generation involves a greater knowledge than that of any previous generation, because there are so many more things that have been revealed to the mind of man, and the end is not yet. Therefore, each generation must be trained and taught just a little more than the one immediately preceding it and in order to do this we shall need to employ such methods of presentation and reaction as will make our teaching vitalizing and efficient.

The Use of Material at Hand

The appeal of the eye may be stressed in teaching in utilizing all of the resources of the average class room equipment with little or no expense. The blackboard is for the use of teacher and pupils and not for ornamentation. It should be used to illustrate the subject matter of the grade in so far as this is possible. Greater use should be made of the modern map as it contains a wealth of information. Here may be found the location of places, transportation routes, topography, climatic influences, distances and resources that contribute to man's necessities. Much more may be learned from the map than is ordinarily taught. More should be made of the picture illustrations that abound so freely in the modern text book. Here is a fruitful field of work where the surface has hardly been scratched. These picture illustrations not only give information on the subjects to which they relate but should serve as a means to word study and language work based on definite concepts. There should be in every class room a pictorial corner to which every pupil may make a contribution gathered from the newspaper and magazine. Before these are hung there should be a brief evaluation of them by the class and teacher. Cartoons, charts and graphs should be made the basis of study in connection with the subjects of the curriculum on which they have a bearing. I know of a teacher who interested her pupils in collecting worth while pictures from the pictorial supplements of newspapers, magazines and old books which they mounted on cards and classified. This collection became a source of information that

proved of great value to this class and subsequent classes that were fortunate enough to be assigned to this teacher. Picture study may be further enhanced by giving attention to the pictures that adorn the walls of so many classrooms. Some of these are reproductions of famous paintings while others furnish splendid material for oral and written language. When I was in charge of an individual school I can recall such a classroom which had four fine pictures on the wall, two of which were Millet's "The Angelus" and Landseer's "The Old Shepherd's Chief Mourner". In the case of one teacher who occupied the room for over a year there was not to my knowledge a single reference made to these pictures, but when another teacher took the room, a study was made of them in which the class took the greatest interest. There was made an appeal to the imagination in which each pupil interpreted what the pictures meant to him. This led the pupils to find out all they could about these artists from the reference books in the school and at the public library. From the foregoing it will be seen that much teaching may be vitalized through making the most of the picture illustrations within the reach of all teachers.

Getting Teachers to Use Visual Aids

The dominant element in education is the teacher, and the only justification for the existence of machinery and organization outside of the classroom is to make the teacher's work more efficient. Therefore, the use of visual aids in the classroom and auditorium will become efficient in so far as teachers are trained to realize the relative value of the different types of picture illustrations and their effect upon the child.

8A PENMANSHIP REPORT

JUNE 1923			JANUARY 1924			JUNE 1924			JANUARY 1925			JUNE 1925		
School	Rating %		School	Rating %		School	Rating %		School	Rating %		School	Rating %	
1. Charlton	66.1		1. Sussex	60		1. Webster	70.58		1. Abington	62.96		1. Charlton	70.45	
2. Sussex	55.7		2. Charlton	65		2. South 17th	61.76		2. Charlton	55.07		2. Hawkins	66.66	
3. Webster	58.82		3. Montgomery	56.2		3. Abington	59.09		3. Montgomery	53.84		3. Abington	64	
4. Abington	47.51		4. Summer Ave.	52.1		4. Charlton	59.09		4. Bergen	53.62		4. Morton	53.84	
5. South 10th	47.3		5. South 10th	51.6		5. South 10th	53.73		5. South 8th	51.78		5. Burnet	52.63	
6. Washington	44.8		6. Abington	50		6. Avon Ave.	53.12		6. Washington	51.51		6. Avon Ave.	51.78	
7. South 8th	44.1		7. South 8th	49.1		7. Newton St.	52.17		7. Sussex Ave.	48.27		7. Bergen	50	
8. Burnet	43.58		8. Bergen	46.9		8. Montgomery	51.51		8. Hawkins St.	46.66		8. Sussex	50	
9. Summer Ave.	41		9. South 17th	44.9		9. Sussex Ave.	50		9. Ridge	43.2		9. Washington	48.48	
10. Fifteenth Ave.	37.7		10. Ridge	43.5		10. Alexander	49.16		10. South 17th	42.85		10. Webster	48.48	
11. Elliott	37.1		11. Oliver	40		11. South 8th	45.76		11. South 10th	38.23		11. South 10th	48.38	
12. Peshine Ave.	36.9		12. Ann St.	37.8		12. Belmont Ave.	45.28		12. Morton	37.5		12. South 8th	48.33	
13. Fourteenth Ave.	35.4		13. Alexander	37.8		13. Elliott	44.89		13. Belmont	37.5		13. Belmont	46.42	
14. Bergen	35.4		14. Miller	37.8		14. Oliver	43.1		14. Avon Ave.	32.85		14. 14th Ave.	45.16	
15. Morton	32.3		15. Elliott	32.9		15. Wilson	38.23		15. Newton	31.81		15. Central Ave.	44.64	
16. Ridge	32.1		16. Fifteenth	28.8		16. McKinley	36.58		16. Burnet	31.7		16. Monmouth	44.44	
17. Ann St.	31		17. Morton	26.6		17. Fourteenth	36.11		17. Central Ave.	30.61		17. Ridge	43.33	
18. Oliver	29.5		18. Garfield	26.1		18. Summer Ave.	35.48		18. Fifteenth Ave.	29.62		18. Montgomery	41.86	
19. Alexander	29.1		19. Burnet	25		19. South Market	35		19. Franklin	29.09		19. Franklin	39.62	
20. South 17th	27.7		20. Avon Ave.	25		20. Ridge	34.37		20. Miller St.	28.84		20. Oliver	39.28	
21. Montgomery	26.8		21. Washington	25		21. Franklin	33.33		21. McKinley	26.92		21. Newton St.	39.02	
22. Belmont	26.4		22. Franklin	23.6		22. Bergen	33.33		22. Oliver St.	24.48		22. Peshine	38.63	
23. Avon Ave.	25		23. Belmont	23.5		23. Peshine	32.05		23. Fourteenth	24.13		23. Elliott	38.46	
24. South Market	25		24. 18th Ave.	23		24. Garfield	29.03		24. Ann St.	23.8		24. South 17th	37.79	
25. Lafayette	19.2		25. Hawthorne	22.3		25. Miller	27.77		25. Garfield	23.63		25. Hawthorne	36.66	
26. Garfield	18.7		26. South Market	22.2		26. Robert Treat	27.02		26. Lafayette	23.52		26. Wilson	36.36	
27. Miller St.	17.3		27. Lafayette	21.5		27. Burnet	25.84		27. Peshine	21.53		27. Miller St.	30.36	
28. Chestnut	15.38		28. Central Ave.	20.7		28. Central Ave.	25.71		28. Summer Ave.	20.58		28. Alexander	39.26	
29. Newton	9.3		29. Newon	19.4		29. Eighteenth	25.33		29. Hawthorne	18.99		29. Lafayette	26.97	
30. Hawthorne	7.9		30. 14th Ave.	19.4		30. Morton St.	24.39		30. Summer Ave.	17.94		30. Summer Ave.	26.71	
31. Monmouth	4		31. Wilson Ave.	19.3		31. Ann St.	24.39		31. Garfield	16.66		31. Garfield	26.91	
32. McKinley			32. Robert Treat	14.7		32. Monmouth	21.95		32. Ann St.	16.21		32. Ann St.	25.92	
			33. McKinley			33. Fifteenth	17.89		32. 18th Ave.	15.62		33. McKinley	25	
						34. Hawthorne	13.04		33. Monmouth	14.28		34. 15th Ave.	21.73	
						35. Washington	7.14		34. Robert Treat	13.51		35. Robert Treat	21.53	
						36. Lafayette			35. Wilson Ave.	7.14		36. Madison	17.14	
									36. Webster			37. 18th Ave.	15.78	
General Average	32.77%		General Average	34.06%		General Average	37.85%		General Average	31.51%		General Average	39.89%	

REPORTS OF THE BOARD OF EXAMINERS

For the School Year 1922-1923

In addition to conducting written examinations and practical tests, the Board of Examiners held forty-one meetings for the purpose of considering applications for endorsement, conducting oral examinations of candidates, granting of licenses, for the consideration of text books and supplies, and for the transaction of general business.

CERTIFICATION OF TEACHERS

WRITTEN EXAMINATIONS HELD AND NUMBER OF CANDIDATES APPEARING AT EACH

	Men		Women		Total	
	Passed	Failed	Passed	Failed	Passed	Failed
August 28 and 29—						
Principal	2	{ 2 *2	....	....	2	4
December 26—						
Grade	2	1	52	49	54	50
Principal	2	*3	....	....	2	3
Elementary Art	2	....	5	5	7	5
“ Dom. Art. ....	....	....	6	19	6	19
March 26—						
Grade	2	2	87	56	89	58
Elem. Manual Train....	5	7	....	....	5	7
Jr. H. S. Gen. Science	6	2	5	7	11	9
“ “ “ History .....	....	....	2	2	2	2
“ “ “ Spanish	1	1	5	1	6	2
Sr. H. S. Art .....	....	....	2	5	2	5
“ “ “ History	3	7	8	7	11	14
“ “ “ Latin	1	6	5	14	6	20
May 28—						
Ass't Sup'r Penmanship	1	....	14	14	15	14
June 14—						
Elem. Physical Training	10	20	....	....	10	20
Total	37	53	191	179	228	232

*Incomplete examinations.

Number of Different Persons Taking Examinations (Excluding Duplications)

	Number Passed	Number Failed	Total
Grade	120	99	219
Principal	4	*5	9
Elementary Art	7	5	12
“ Domestic Art	6	19	25
“ Manual Training	5	7	12
Jr. H. S. General Science.....	11	9	20
“ “ “ History	2	2	4
“ “ “ Spanish	6	2	8
Sr. H. S. Art	2	5	7
“ “ “ History	11	14	25
“ “ “ Latin	6	20	26
Assistant Supervisor Penmanship.....	15	14	29
Elementary Physical Training (Men).....	10	20	30
Total	205	221	426

*Incomplete examinations.

NUMBER OF CANDIDATES GIVEN PRACTICAL TESTS
TO DETERMINE FITNESS FOR LICENSES

	Satisfactory	Unsatisfactory	Total
Elementary Art	3	1	4
“ Physical Training	10	20	30
“ Manual Training	9	3	12
Sr. H. S. Art	2	—	2
Playground—Men	6	—	6
Women	28	—	28
Total	58	24	82

NUMBER OF APPLICATIONS ACTED UPON TO DETERMINE ELIGIBILITY

	Eligible without writ. exam.	Eligible to take writ. exam.	Not eligible	Laid over	Total
Grade	121	170	16	3	310
Kindergarten	23	—	—	—	23
Principal	—	8	—	—	8
Elementary Art	—	15	1	—	16
“ Domestic Art	—	22	1	—	23
“ Manual Train.	—	12	2	—	14
Jr. H. S. General Science.	—	17	3	—	20
“ “ History	—	4	5	—	9
“ “ Spanish	—	14	6	1	21
Sr. H. S. Art	—	11	3	—	14
“ “ History	—	25	8	—	33
“ “ Italian	—	—	5	—	5
“ “ Latin	—	37	4	—	41
Ass't Sup'r of Penmanship	—	35	7	—	42
Elem. Physical Training....	24	—	5	—	29
Total	168	370	66	4	608

In addition to the above, thirty-three requests for credit by reason of college work, from teachers seeking promotion licenses were granted, and sixty-five requests for exemption from written examination by reason of college work, or by reason of holding state certificates were granted.

NUMBER OF ORAL EXAMINATIONS GIVEN AND
CERTIFICATES GRANTED

	No. exam.	License granted		Denied	Laid over
		By exam.	By endors.		
Grade	166	140	23	1	2
Substitute	21	—	21	—	—
Vocational	8	—	8	—	—
Binet	3	—	3	—	—
Evening School	14	—	14	—	—
Kindergarten	2	—	2	—	—
Continuation	10	—	10	—	—
Deaf	1	—	1	—	—
Elementary Art	6	4	—	2	—
“ Domestic Art	6	6	—	—	—
“ Manual Train.	4	3	—	—	1
“ Phys. Train....	10	10	—	—	—

	No. exam.	License granted		Denied	Laid over
		By exam.	By endors.		
Principal	4	.....	.....	2	2
Junior High	6	.....	5	.....	1
Jr. H. S. General Science..	11	8	.....	2	1
“ “ “ History	2	.....	.....	1	1
“ “ “ Spanish	5	4	.....	1	.....
Sr. H. S. Art	2	1	.....	1	.....
“ “ “ Commercial	1	1	.....	.....	.....
“ “ “ English	1	1	.....	.....	.....
“ “ “ History	12	11	.....	.....	1
“ “ “ Latin	6	4	.....	.....	2
“ “ “ Spanish	2	2	.....	.....	.....
Ass't Sup'r of Penmanship	15	6	.....	8	1
Vice Principal	10	.....	6	.....	4
First Assistant	27	.....	17	.....	10
Primary Head Assistant....	6	.....	5	.....	1
Total	361	201	115	18	27

RENEWAL OF LICENSES

	Granted	Laid over
Grade	4	.....
Jr. H. S. English	1	.....
“ “ “ Stenography and Typewriting.....	1	.....
Sr. H. S. English	1	.....
“ “ “ French	1	.....
“ “ “ History	1	.....
“ “ “ Mathematics .....	.....	1
Total	9	1

TEXT BOOKS AND SUPPLIES

During the school year 1922-1923, nine meetings were devoted to the consideration of additions to the approved list of text books and supplies, and of eliminations therefrom.

The following is a summary of the requests for additions:

TEXT BOOKS

High School—recommended by principals, etc.....	36
“ “ —requested by publishers.....	71
Jr. H. “ —recommended by principals, etc.....	23
“ “ “ —requested by publishers.....	37
Elementary—recommended by principals, etc.....	136
“ “ —requested by publishers.....	187
Evening, Continuation, and Vocational—recom. by principals, etc.....	3
“ “ “ —requested by publishers.....	5
Total text books.....	498
Maps (sets)—recommended by principals, etc.....	12
“ “ —requested by publishers.....	21
Supplies —recommended by principals, etc.....	27
“ “ —requested by publishers.....	10
Globes — “ “ “ “	1

The following were recommended for additions to the approved list:

13 Elementary text books for pupils' use.	
7 “ “ “ “ teachers' use.	
3 Junior High “ “ “ “ pupils' use.	
1 “ “ “ “ teachers' use.	
10 Senior “ “ “ “ pupils' use.	

- 8 Maps (sets, outline and insert) for elementary use.
 8 " (sets) for high school use.
 14 Items educational supplies (including 3 items recommended for both junior and senior high).

At the same time the following eliminations from the approved list were recommended:

- 16 Elementary text books for pupils' use.
 3 " " " teachers' use.
 34 High school " " " pupils' use.
 3 Maps (sets) for elementary use.
 2 " " high school use.
 1 Item educational supplies.

For the School Year 1923-1924

In addition to conducting these written examinations and practical tests, the Board of Examiners held forty-four meetings for the purpose of considering applications for endorsement, conducting oral examinations of candidates, granting of licenses, for the consideration of text books and supplies, and for the transaction of general business.

CERTIFICATION OF TEACHERS

WRITTEN EXAMINATIONS HELD AND NUMBER OF CANDIDATES APPEARING AT EACH

	Men		Women		Total	
	Passed	Failed	Passed	Failed	Passed	Failed
August 27 and 28—						
Principal	2	*1	.....	*2	2	*3
October 29—						
Ass't Supervisor of Art	1	....	3	13	4	13
December 27—						
Sr. H. S. Mech. Draw.	2	4	.....	.....	2	4
" " " Mathematics	5	10	2	10	7	20
" " " Ass't T. Cl'k .....	.....	.....	5	5	5	5
Grade	4	3	64	78	68	81
Principal	2	.....	2	.....	4	.....
Promotion .....	.....	.....	.....	*1	.....	*1
April 14—						
Sr. H. S. Italian	1	1	.....	2	1	3
" " " French	3	3	15	9	18	18
		*1		*5		.....
Jr. H. S. English	1	2	11	7	12	10
		.....		*1		.....
" " " History	2	2	2	3	4	5
" " " Mathematics	1	10	6	15	7	25
" " " Latin	3	.....	11	6	14	6
" " " Spanish	2	3	3	1	5	4
Elem. Art	1	4	8	6	9	10
" Dom. Science .....	.....	.....	16	10	16	10
" Manual Train.	8	5	.....	.....	8	5
" Music .....	.....	1	11	7	11	8
Grade	6	6	108	89	114	95
Total	44	56	267	270	311	326

*Incomplete examinations.

*Number of Different Persons Taking Examinations
(Excluding Duplications)*

	Number Passed	Number Failed	Total
Assistant Supervisor of Art.....	4	13	17
Sr. H. S. French.....	18	*18	36
“ “ “ Italian	1	3	4
“ “ “ Mechanical Drawing	2	4	6
“ “ “ Mathematics	7	20	27
“ “ “ Assistant Teacher Clerk.....	5	5	10
Jr. H. S. English.....	12	*10	22
“ “ “ History	4	5	9
“ “ “ Latin	14	6	20
“ “ “ Mathematics	7	25	32
“ “ “ Spanish	5	4	9
Elementary Art	9	10	19
“ Domestic Science	16	10	26
“ Manual Training	8	5	13
“ Music	11	8	19
Grade	165	123	288
Principal	6	*1	7
Promotion .....	.....	*1	*1
Total	294	271	565

*Incomplete examinations included.

NUMBER OF CANDIDATES GIVEN PRACTICAL TESTS
TO DETERMINE FITNESS FOR LICENSES

	Satis- factory	Unsatis- factory	Total
Assistant Supervisor of Art.....	2	2	4
Elementary Art	8	.....	8
“ Music	10	.....	10
“ Domestic Science	12	1	13
“ Manual Training	7	.....	7
Playground—Men	11	.....	11
“ Women	20	.....	20
Total	70	3	73

NUMBER OF APPLICATIONS ACTED UPON TO DETERMINE ELIGIBILITY

	Eligible without writ. exam.	Eligible to take writ. exam.	Not eligible	Laid over	Total
Ass't Supervisor of Art	20	.....	.....	20
Sr. H. S. French.....	51	10	1	62
“ “ “ Italian	4	4	.....	8
“ “ “ Mech. Drawing	11	6	.....	17
“ “ “ Mathematics	33	6	.....	39
“ “ “ Ass't T. Clerk.....	15	.....	.....	15
Jr. H. S. English.....	36	11	.....	47
“ “ “ History	18	9	.....	27
“ “ “ Latin	25	3	.....	28
“ “ “ Mathematics	36	14	.....	50
“ “ “ Spanish	19	5	2	26
Junior High	1	.....	.....	.....	1

	Eligible without writ. exam.	Eligible to take writ. exam.	Not eligible	Laid over	Total
Principal		4	1	....	5
Grade	101	221	26	....	348
Kindergarten	37	....	1	....	38
Elem. Art		21	4	1	26
" Domestic Science.....		26	9	....	35
" Manual Training.....		20	5	....	25
" Music		25	3	....	28
" Printing		5	....	....	5
Total	139	590	117	4	850

In addition to the above, forty-three requests for credit by reason of college work, from teachers seeking promotion licenses, were granted, and one hundred forty-seven requests for exemption from written examination by reason of college work, or by reason of holding state certificates, were granted and five such requests were denied.

NUMBER OF ORAL EXAMINATIONS GIVEN AND
CERTIFICATES GRANTED.

	No. exam.	License granted		Denied	Laid over
		By exam.	By endors.		
Principal	10	5	....	3	2
Grade	207	173	28	1	5
Kindergarten	13	....	13	....	....
Substitute	22	....	22	....	....
Vocational	2	....	2	....	....
Evening	12	....	12	....	....
Binet	7	....	6	....	1
Nutrition	3	....	3	....	....
Oral Hygiene	1	....	1	....	....
Elem. Art	8	6	....	2	....
" Domestic Science.....	13	11	....	1	1
" Music	10	9	....	1	....
" Manual Training.....	8	8	....	....	....
Ass't Supervisor of Art...	4	2	....	1	1
Junior High	1	....	1	....	....
Jr. H. S. English	11	11	....	....	....
" " History	5	5	....	....	....
" " Latin	12	9	....	2	1
" " Mathematics	7	6	....	1	....
" " Spanish	5	4	....	1	....
Sr. H. S. French.....	18	8	....	9	1
" " Italian	1	1	....	....	....
" " Latin	2	....	....	2	....
" " Mathematics	6	5	....	1	....
" " Mech. Draw.....	2	2	....	....	....
" " Spanish	1	1	....	....	....
" " Ass't T. Clerk....	5	5	....	....	....
" " Lab'y Ass't.....	2	....	2	....	....
Vice Principal	5	....	3	....	2
First Assistant	18	....	14	....	4
Primary Head Assistant...	3	....	3	....	....
Total	424	271	110	25	18

RENEWAL OF LICENSES

	Granted
Sr. H. S. Mathematics.....	2
“ “ “ Mechanical Drawing	1
“ “ “ Music	1
“ “ “ Physics and Chemistry.....	1
“ “ “ Biology	1
Elementary Physical Training.....	3
Grade	3
Kindergarten	1
Total	13

TEXT BOOKS AND SUPPLIES

During the school year 1923-1924, seven meetings were devoted to the consideration of additions to the approved list of text books and supplies, and of eliminations therefrom.

The following is a summary of the requests for additions:

TEXT BOOKS

High School—recommended by principals, etc.....	31
“ “ —requested by publishers.....	66
Jr. H. “ —recommended by principals, etc.....	18
“ “ —requested by publishers.....	23
Elementary—recommended by principals, etc.....	87
“ —requested by publishers.....	275
Evening —recommended by principals, etc.....	2
Vocational —requested by publishers.....	3
Total text books.....	505
Maps (sets)—recommended by principals, etc.....	3
“ “ —requested by publishers.....	5
Globes —recommended by principals, etc.....	1
Supplies —recommended by principals, etc.....	18
“ “ —requested by publishers.....	7

The following were recommended for addition to the approved list:

- 39 Elementary text books for pupils' use.
- 5 “ “ “ “ teachers' use.
- 19 High School “ “ “ “ pupils' use.
- 1 “ “ “ “ teachers' use.
- 1 Evening School text book for pupils' use.
- 9 Items educational supplies.

At the same time the following eliminations from the approved list were recommended:

- 17 Elementary text books for pupils' use.
- 43 High School “ “ “ “
- 1 Map (set) for elementary use.
- 5 Items educational supplies.

For the School Year 1924-1925

In addition to conducting these written examinations and practical tests, the Board of Examiners held forty-five meetings for the purpose of considering applications for endorsement, conducting oral examinations of candidates, granting of licenses, consideration of text books and supplies, and for the transaction of general business.

CERTIFICATION OF TEACHERS

WRITTEN EXAMINATIONS HELD AND NUMBER OF
CANDIDATES APPEARING AT EACH

	Men		Women		Total	
	Passed	Failed	Passed	Failed	Passed	Failed
August 29 and 30—						
Principal	2	*2	.....	.....	2	*2
December 29—						
Grade	5	5	90	59	95	64
Principal	1	*2	.....	.....	1	*2
April 6—						
Elem. Art .....	.....	.....	20	7	20	7
“ Domestic Art .....	.....	.....	8	10	8	10
“ Manual Training	9	8	.....	.....	9	8
“ Music .....	.....	.....	4	10	4	10
Grade	4	7	72	110	76	117
April 27—						
Sr. H. S. Music	1	2	3	6	4	8
Total	22	26	197	202	219	228

*Incomplete examination.

*Number of Different Persons Taking Examinations
(Excluding Duplications)*

	Number Passed	Number Failed	Total
Grade	**165	157	322
Principal	2	*4	6
Elementary Art	20	7	27
“ Domestic Art	8	10	18
“ Manual Training	9	8	17
“ Music	4	10	14
Sr. H. S. Music	4	8	12
Total	212	204	416

*Incomplete examination.

**Includes 17 who failed in one examination.

NUMBER OF CANDIDATES GIVEN PRACTICAL TESTS
TO DETERMINE FITNESS FOR LICENSES

	Satis- factory	Unsatis- factory	Total
Elementary Art	14	6	20
“ Music	4	1	5
“ Domestic Science	3	.....	3
Sr. H. S. Music	4	.....	4
Playground—Men	15	.....	15
Women	45	1	46
Total	85	8	93

NUMBER OF APPLICATIONS ACTED UPON TO DETERMINE ELIGIBILITY

	Eligible without writ. exam.	Eligible to take writ. exam.	Not eligible	Laid over	Total
Grade	148	210	29	1	388
Kindergarten	49	.....	2	1	52
Principal .....	.....	7	3	2	12
Vice Principal .....	.....	.....	3	.....	3
Elementary Art .....	.....	34	3	.....	37
“ Domestic Art .....	.....	21	5	.....	26
“ Manual Train. ....	.....	14	6	.....	20
“ Music .....	.....	15	8	.....	23
Special—Binet .....	.....	.....	3	.....	3
Sr. H. S. Music.....	.....	13	4	.....	17
Total	197	314	66	4	581

In addition to the above, thirty-four requests for credit by reason of college work, from teachers seeking promotion licenses, were granted, and one request for exemption from written examination by reason of college work was granted.

RENEWAL OF LICENSES

	Granted
Grade	2
Elementary Physical Training (Women).....	2
Jr. H. S. Commercial.....	1
“ “ “ Mathematics	1
“ “ “ Stenography and Typewriting.....	1
Sr. H. S. English.....	3
“ “ “ French	1
“ “ “ Domestic Art	2
“ “ “ Domestic Science	1
“ “ “ Pianist	1
“ “ “ Physics and Chemistry.....	1
“ “ “ Stenography and Typewriting.....	1
Total	17

NUMBER OF ORAL EXAMINATIONS GIVEN AND CERTIFICATES GRANTED

	No. exam.	License granted		Denied	Laid over
		By endors.	By exam.		
Grade	235	54	167	10	4
Kindergarten	11	11	.....	.....	.....
Vocational	3	3	.....	.....	.....
Continuation	1	1	.....	.....	.....
Substitute	28	28	.....	.....	.....
Speech Correction	1	1	.....	.....	.....
Nutrition Worker	2	2	.....	.....	.....
Corrective Gymnastics	2	2	.....	.....	.....
Binet	5	5	.....	.....	.....
Vice Principal	10	7	.....	1	2
First Assistant	19	15	.....	.....	4
Primary Head Assistant....	5	4	.....	.....	1

	No. exam.	License granted		Denied	Laid over
		By endors.	By exam.		
Elem. Art	20	-----	14	2	4
“ Domestic Art	8	-----	8	-----	-----
“ “ Science	4	-----	4	-----	-----
“ Manual Training.....	9	-----	9	-----	-----
“ Music	5	-----	4	1	-----
Junior High	2	1	-----	1	-----
Jr. H. S. Latin.....	1	-----	-----	-----	1
Sr. H. S. French.....	1	-----	1	-----	-----
“ “ “ Music.....	4	-----	4	-----	-----
“ “ “ Lab. Asst.	2	2	-----	-----	-----
“ “ “ Spanish.....	1	-----	-----	-----	1
Principal	2	-----	2	-----	-----
Evening	12	11	-----	1	-----
Playground—Men	15	-----	15	-----	-----
Women	46	-----	45	1	-----
Total	454	147	273	17	17

TEXT BOOKS AND SUPPLIES

During the school year 1924-1925, five meetings were devoted to the consideration of additions to the approved list of text books and supplies, and of eliminations therefrom.

The following is a summary of the requests for additions:

TEXT BOOKS

High School—recommended by principals, etc.....	48
“ “ —requested by publishers.....	27
Elementary —recommended by principals, etc.....	137
“ “ —requested by publishers.....	27
Evening —requested by publishers.....	1
Total text books.....	327
Maps (sets)—recommended by principals, etc.....	7
“ “ —requested by publishers.....	15
Globes —recommended by principals, etc.....	2
“ “ —requested by publishers.....	11
Supplies —recommended by principals, etc.....	41
“ “ —requested by publishers.....	59

The following were recommended for addition to the approved list:

- 20 Elementary text books for pupils' use.
- 8 “ “ “ “ teachers' use.
- 10 High School “ “ “ pupils' use.
- 1 Globe.
- 41 Items educational supplies.
- 11 Elementary text books for pupils' use were transferred to the Circulating Library list.

At the same time the following eliminations from the approved list were recommended:

- 7 Elementary text books for pupils' use.
- 5 High School “ “ “ “
- 4 Items educational supplies.

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